



# 3<sup>rd</sup> Grade

**Start Smart 1.0**

**Revised**

# Lessons



# Start Smart-Conversation Practices

## Lesson 1

### ELD OBJECTIVE

Students will be able to engage in a Constructive Conversation using the Constructive Conversation Skill of **CREATE**, by sharing ideas and taking turns based on a visual text with a partner.

### OPENING

### ELD.PI.3.1 Ex



Today we are going to be introduced to the Constructive Conversation Skill that will help us communicate ideas that we create and learn from each other. That Constructive Conversation Skill is **CREATE**. When we create, we say what we think or notice about something. We will also establish conversation norms to ensure good listening and speaking skills. Watch me as I model the five different conversation norms. Then you will debrief with your conversation partner by addressing the **prompt: How did my partner and I demonstrate the conversation norms?**

### Introduce the Conversation Norms Poster

Display the Conversation Norms Poster and a visual text in the classroom to demonstrate the conversation norms.

**NOTE:** Today students learn a general idea about the five Conversation Norms. For future lessons, the teacher focuses on two norms. After briefly describing all five of the norms, the teacher will go into more detail each day on the two selected norms. The focus today:

- *Use your think time*
  - **Say:** First, we focus on and read the entire visual text. This means that we examine all areas of the visual text. Then we take time to think about what we have observed or read and how it makes sense to us. In our minds, we think about the ideas we have. We might ask ourselves questions about the visual text. In our minds, we practice and say our ideas.
  - **Demonstration:** Teacher models looking at the visual text and examining it closely, nodding head, and placing index finger on the temple of his/her head to demonstrate think time.
  - **Debrief:**
    - **Teacher:** Converse with your partner. Answer the following prompt: How did I demonstrate think time? After 1 minute, bring the students back to share-out.
    - **Targeted Response:** I saw your eyes on the text; you put your finger on your temple to show you were thinking.
- *Use the language of the skill*
  - **Say:** Each Constructive Conversation skill has its own language. The language of the skill CREATE is "I notice", "What do you notice?". When we share our ideas, we use the language of the skill to start our statements and ask and answer questions.

- **Demonstration:** The teacher will select a student with whom to model the following script using the visual text selected:  
**Teacher:** I notice... what do you notice?  
**Student:** I notice... what do you notice?
- **Debrief:**
  - **Teacher:** *Converse with your partner. Answer the following prompt: How did I use the language of the skill with my partner? After 1 minute, bring the students back to share-out.*
  - **Targeted Response:** I heard the teacher and partner using the response starter, "I notice".
- **Use your conversation voice**
  - **Say:** *Project your voice and speak clearly.*
  - **Demonstration:** Teacher selects a student volunteer. They face each other and converse. The teacher uses a clear voice. The teacher and the student take turns and build on each other's ideas.
  - **Debrief:**
    - **Teacher:** *Converse with your partner. Answer the following prompt: How did my partner and I use our conversation voice? After 1 minute, bring the students back to share-out.*
    - **Targeted Response:** The teacher used a clear voice; one person spoke at a time as they took turns.
- **Listen respectfully**
  - **Say:** *One way to let your partner know you are listening is to focus on your partner. Another way to let your partner know that you are listening to them is to paraphrase what your partner said. This shows respectful listening and helps you understand your partner.*
  - **Demonstration:** The teacher lets the student begin the conversation using the visual text. The teacher nods and acknowledges. After the student shares, the teacher paraphrases what the student said with the following phrase: *I heard you say...*
  - **Debrief:**
    - **Teacher:** *Converse with your partner. Answer the following prompt: How did my partner and I demonstrate respectful listening and paraphrasing? After 1 minute, bring the students back to share-out.*
    - **Targeted Response:** After the first speaker stopped talking, the teacher (other partner) paraphrases what they said to show respectful listening.
- **Take turns and build on each other's ideas**
  - **Say:** *In order to learn from each other, we have to share our best thinking. We listen carefully so we can add to and/or clarify our partner's ideas. Taking turns is everyone's responsibility. Remember the goal of Constructive Conversations is to learn from each other and build on our ideas.*
  - **Demonstration:** The teacher and a student volunteer model building on each other's ideas using the visual text.
  - **Debrief:**
    - **Teacher:** *Converse with your partner. Answer the following prompt:*

*How did my partner and I demonstrate taking turns and building on each other's ideas?*

- **Targeted Response:** Each partner took a turn and added to the other partner's idea.

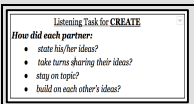
## Hand Gesture and Phrase-CREATE

Introduce hand gesture for **CREATE** (teacher places her/his hands over her/his head and opens and closes his/her hands as if an idea is coming out of his/her head.)

*To help us remember the skill that we are learning, we use a special phrase: "Sharing our ideas."*

## MODEL/ GUIDED PRACTICE

ELD.PI.3.1. Ex  
ELD.PI.3.5. Ex  
ELD.PI.3.6. Ex  
ELD.PI.3.7. Ex



## Introduce the Listening Task Poster

Teacher refers to the **Listening Task Poster-CREATE** and reads each step aloud.  
*While you are listening to my partner and me, listen for the following:*

Listening Task for **CREATE**

***How did each partner:***

- state his/her ideas?
- take turns sharing their ideas?
- stay on topic?
- build on each other's ideas?

## Introduce Model and Non-Model

Display the **Visual Text for Teacher Modeling**. *To model what a Constructive Conversation looks like we are going to use a visual text and address the prompt: **What do you notice in the visual text?** As we look at the visual text we will **CREATE** and share our own ideas.*

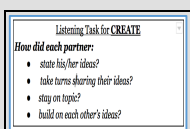
Ask for a previously selected volunteer to be your partner as you model a Constructive Conversation.

- Model using think time and pointing at key elements of the visual text before reading the script.
- Teacher will also discuss how the following norms were used during the conversation:
  - *Use your think time*
  - *Use the language of the skill*

**Note:** Provide a copy of the **Model Script** to the volunteer and allow time beforehand for student to review the script. Suggestions for reading the script:

- Show a video of students having the model conversation (optional)
- Student volunteer and teacher read model script

## Teacher Modeling Lessons 1-2



**PROMPT:** *What do you notice in the visual text?*

### Model:

**Student A:** I notice a woman picking up feathers. What do you notice? **CR**

**Student B:** I notice a dog standing on its back legs jumping at the feathers. What do you notice? **CR**

**Student A:** I notice the people standing in the back looking at the women. What do you notice? **CR**

**Student B:** I notice there are feathers all over the floor. **CR**

**Student A:** I notice that the woman is looking at the chicken. What else do you notice? **CR**

**Student B:** I notice that the chicken is sitting on a pile of feathers that are on the barrel. The feathers are not the same as the chicken's feathers. What do you notice? **CR**

**Student A:** I notice the dog is trying to catch the feathers. What do you notice? **CR**

**Student B:** I notice the woman has two feathers in her pocket. **CR**

Teacher will use questions, the **Listening Task Poster** and the **Constructive Conversation Norms Poster** to guide students through an analysis of what makes this a **Model** Constructive Conversation for the skill of **CREATE**. Teacher will also discuss how the following norms were used during the conversation:

- *Use your think time*
- *Use the language of the skill*

Teacher then proceeds to the **Non-Model** for **CREATE** and asks for a previously selected volunteer to be their partner. Teacher and student read **Non-Model Script**.

**Note:** Provide a copy of the **Non-Model Script** to the volunteer and allow time beforehand for student to review the script. Suggestions for reading the script:

- Show a video of students having the model conversation (optional)
- Student volunteer and teacher read model script

### Non-Model:

**(No think time; not using language of the skill)**

**Student A:** I see a chicken. **(not using the language of the skill; not prompting other partner)**

**Student A:** I see a dog too. **(not taking turns; not prompting other partner)**



**Student B:** I see a chicken, too. **(Student not facing partner)**

**Student B:** There is a chicken. **(not prompting other partner)**

**Student A:** There are chicken feathers. **(Student is mumbling)**

**Student B:** I love chicken nuggets from McDonald's. **(not addressing the prompt)**

Teacher will use questions, the **Listening Task Poster** and the **Conversation Norms Poster** to guide students through an analysis of what makes this a **Non-Model**

	<p>Constructive Conversation for the skill of <b>CREATE</b>. Teacher will also discuss how the following norms were used during the conversation:</p> <ul style="list-style-type: none"> <li>• <i>Use your think time</i></li> <li>• <i>Use the language of the skill</i></li> </ul>
<p><b>PRACTICE</b></p> <p><b>Student Practice Lessons 1-2</b></p>  <p><b>ELD.PI.3.3 Ex</b> <b>ELD.PI.3.4 Ex</b> <b>ELD.PI.3.6 Ex</b></p>	<p><b>Constructive Conversation Game</b></p> <p><i>You are now going to have the opportunity to practice the Constructive Conversation Skill <b>CREATE</b> while playing a game.</i></p> <p>Explain the rules of the <b>Constructive Conversation Game</b> to students.</p> <p>Rules of the game:</p> <ol style="list-style-type: none"> <li>1. Each student will have four <b>CREATE</b> cards.</li> <li>2. Each student will play one card as they share their <b>CREATE</b> ideas, in pairs. They will continue taking turns until all cards are placed in the middle.</li> <li>3. If you're done early, repeat the process for an additional round.</li> </ol> <p>As the students play the game, the teacher listens and selects two students who will replay the game in front of the class to serve as models.</p> <p><i>You will respond to the following prompt: <b>What do you notice in the visual text?</b></i></p>
<p><b>FORMATIVE ASSESSMENT</b></p> 	<p><b>Student Progress Form (SPF)- Constructive Conversation Language Sample</b></p> <p>The teacher will collect a language sample from the two students on the <b>Student Progress Form (SPF)- Constructive Conversation Language Sample</b> to be used in Lesson 2. The language sample must be at least four turns in length. (Each turn includes both Partner A and B sharing)</p> <p><b>Note: The language sample collected will be used as the Non-Model to be revised in Lesson 2.</b></p>
<p><b>WRAP-UP</b></p>	<p><b>Review ELD Objective and Self-Evaluate</b></p> <p>Teacher will review ELD objective.</p> <p><i>Today we engaged in a Constructive Conversation using the Constructive Conversation Skill-<b>CREATE</b>. We took turns and shared ideas based on a visual text.</i></p> <p>Teacher will ask students the following:</p> <ul style="list-style-type: none"> <li>• <i>How did we meet today's objective of using the Constructive Conversation Skill of <b>CREATE</b>?</i></li> <li>• <i>How did you:</i> <ul style="list-style-type: none"> <li>○ <i>Use your think time</i></li> <li>○ <i>Use the language of the skill</i></li> </ul> </li> <li>• <i>Work with your conversation partner to do the following:</i> <ul style="list-style-type: none"> <li>○ <i>Identify three things that you did to meet today's objective</i></li> <li>○ <i>Share and explain the three things to your partner</i></li> </ul> </li> </ul> <p>Teacher calls on three students and they tell the class what was done today.</p>

# Start Smart-Conversation Practices

## Lesson 2

### ELD OBJECTIVE

Students will be able to revise a **Non-Model** Conversation for the Constructive Conversation Skill- **CREATE** in a whole group setting and with a triad.

### OPENING

*Today we are going to review the Constructive Conversation Skill-**CREATE**. When we create, we say what we notice about something.*

### Conversation Norms Poster

*Let's review the Conversation Norms Poster.*

### ELD.PI.3.1 Ex



1. Use your think time
2. Use the language of the skill
3. Use your conversation voice
4. Listen respectfully
5. Take turns and build on each other's ideas

Today, we will focus on:

- *Use the language of the skill*
- *Use your conversation voice*

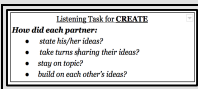
Explain and give examples for both. Ask for student volunteers to model the two norms.

### Review Hand Gesture and Phrase-**CREATE**

Review hand gesture for **CREATE** (teacher places her/his hands over her/his head and opens and closes his/her hands as if an idea is coming out of his/her head.)

*We use this gesture to show when we have a new idea. To help us remember the skill we are practicing, we use the corresponding phrase: "Sharing our ideas."*

### PROMPT/RESPONSE STARTERS



Display the Visual Text for Teacher Modeling, Create Skill Poster and Listening Task Poster. *To model what a Constructive Conversation looks like we are going to use the visual text, the Create Skill Poster and the Listening Task Poster and address the following prompt: **What do you notice in the visual text?** As we look at the visual text we will **CREATE** and share our own ideas.*

*Today I am going to model the Constructive Conversation Skill-**CREATE** using these prompt and response starters. They will help us to communicate our ideas clearly. Have students round robin or chorally read previously charted prompt and response starters:*

#### Prompt starters:

1. What do you notice?
2. What do you think?
3. What is your idea?

#### Response starters:

1. I notice...
2. I think...
3. An idea is...



## MODEL

### Review Model

Teacher introduces **Model** and asks for a previously selected volunteer to be their partner. Teacher and student read **Model Script**. Teacher models using think time and pointing at key elements of the visual text before reading the script. Teacher will also discuss how the following norms were used during the conversation:

- *Use the language of the skill*
- *Use your conversation voice*

**Note:** Provide a copy of the **Model Script** to the volunteer and allow time beforehand for student to review the script. Suggestions for reading the script:

- Show a video of students having the model conversation (optional)
- Student volunteer and teacher read script

**Prompt:** *What do you notice in the visual text?*

### Model:

**Student A:** I notice a woman picking up feathers. What do you notice? **CR**

**Student B:** I notice a dog standing on its back legs jumping at the feathers. What do you notice? **CR**

**Student A:** I notice the people standing in the back looking at the women. What do you notice? **CR**

**Student B:** I notice there are feathers all over the floor. **CR**

**Student A:** I notice that the woman is looking at the chicken. What else do you notice? **CR**

**Student B:** I notice that the chicken is sitting on a pile of feathers that are on the barrel. The feathers are not the same as the chickens. What do you notice? **CR**

**Student A:** I notice the dog is trying to catch the feathers. What do you notice? **CR**

**Student B:** I notice the woman has two feathers in her pocket. **CR**

Teacher will use questions and the **Listening Task Poster** to guide students through an analysis of what makes this a **Model** Constructive Conversation for the skill of **CREATE**.

### Understanding the Skill: Create

Teacher displays or distributes the **Model Script** from Lesson 1. The **Model Script** will be analyzed and coded for the Conversation Norms and the Constructive Conversation Skills. Use the following codes:

**CR=Create**

**CL=Clarify**

**F=Fortify**

**N=Negotiate**

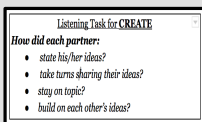
**Underline=language of the skill**

*Let's look at the **Model Script** to find evidence of the skills of **CREATE**. How are we using the visual text to guide our conversation? Read it to yourself as I read it aloud. Let's look at the first set of turns.*


## Teacher Modeling Lessons 1-2






**ELD.PI.3.6 Ex**  
**ELD.PI.3.7 Ex**





	<p><b>Example of Think-Aloud:</b></p> <p><b>Student A:</b> <u>I notice</u> a woman picking up feathers. <b>CR</b> What <u>do you notice?</u> <b>CR</b></p> <p><b>Student B:</b> <u>I notice</u> a dog standing on its back legs jumping at the feathers. <b>CR</b> <u>What do you notice?</u> <b>CR</b></p> <p><i>Student A speaks and Student B responds. They are taking turns. Now, let's look for the language of the skill. Look at Student A's response. How does Student A use the skill of <b>CREATE</b>? I see the language of the skill (underline as noted above). I also notice that Student A states what they notice in the visual text and prompts their partner by using the prompt starter. Also, student A prompts student B to create an idea. I know this is <b>CREATE</b> so I will label it with <b>CR</b> (Write CR next to the response). Teacher prompts students to go through the same process with the rest of the <b>Model</b> Conversation.</i></p>
<p><b>GUIDED PRACTICE</b></p> <p><b>Teacher Modeling Lessons 1-2</b></p>  <p><b>ELD.PI.3.2 Ex</b> <b>ELD.PI.3.6 Ex</b> <b>ELD.PI.3.7 Ex</b></p>	<p><b>Review Non-Model</b></p> <p>Teacher displays or distributes the <b>Non-Model Script</b> from Lesson 1.</p> <ol style="list-style-type: none"> <li>Let's look at the <b>Non-Model Script</b>. How can we improve this Constructive Conversation? This was our prompt, "<b>What you notice in the visual text?</b>" Here's the visual text. Read it to yourself as I read it aloud. Think about the prompt and the language of the Constructive Conversation Skill <b>CREATE</b>.</li> </ol> <p>Teacher will use questions and the <b>Listening Task Poster</b> to guide students through an analysis of what makes this a <b>Non-Model</b> Constructive Conversation for the skill of <b>CREATE</b>. See possible responses below.</p> <ul style="list-style-type: none"> <li>No, they did not take turns sharing their ideas because partner A spoke two times in a row, without letting partner B take a turn</li> <li>At first, they responded to the prompt, but towards the end they went off topic</li> <li>They did not build on each other's ideas</li> </ul> <ol style="list-style-type: none"> <li>Teacher along with students revise the text on chart paper or document reader.</li> </ol> <p><b>Non-Model</b> (No think time; no language of the skill being used)</p> <p><b>Student A:</b> I see a chicken. (not using the language of the skill; not prompting other partner)</p> <p><b>Student A:</b> I see a dog too. (not taking turns; not prompting other partner)</p> <p><b>Student B:</b> I see a chicken, too. (Student not facing partner)</p> <p><b>Student B:</b> There is a chicken. (not prompting other partner)</p> <p><b>Student A:</b> There are chicken feathers. (Student is mumbling)</p> <p><b>Student B:</b> I love chicken nuggets from McDonald's. (not addressing the prompt)</p> <p><b>Revised* Non-Model:</b> *text indicates what the teacher should cross out as the text is being revised. <b>Bold</b> indicates language revised.</p>

	<p><b>Student A:</b> I see <b>notice</b> a chicken <b>on the street</b> and it is sitting on a barrel.</p> <p><b>Student B:</b> I see <b>notice</b> a dog <del>too</del> <b>going after the feathers</b> that are floating in the air.</p> <p><b>Student B:A</b> <del>I see</del> <b>One idea could be that the chicken</b> <del>too</del> <b>is losing its feathers.</b></p> <p><b>Student B:</b> <del>There is a chicken.</del> <b>Another idea could be that the chicken is laying eggs on the barrel.</b></p> <p><b>Student A:</b> <del>There are chicken feathers.</del> <b>I notice people are smiling and looking at the woman after she dropped her feathers.</b></p> <p><b>Student B:</b> <del>I love chicken nuggets from McDonald's.</del> <b>The woman is holding a bag and there are feathers all over the place.</b></p> <p>3. Refer to class revised <b>Non-Model</b>, have pairs read.</p>
<p><b>PRACTICE</b> Student Practice Lessons 1-2</p>  <p>ELD.PI.3.3 Ex ELD.PI.3.4 Ex</p> 	<p><b>Language Sample Revision: Non-Model</b> Display the language sample collected on Day 1- <b><u>Student Progress Form (SPF)- Constructive Conversation Language Sample.</u></b> <i>You will work in a triad:</i></p> <ul style="list-style-type: none"> <li>• Number off from 1-3 to form a triad and select a student who will record the revision of the language sample</li> <li>• Read the language sample</li> <li>• Orally revise the language sample to improve the conversation</li> <li>• Use the prompt and response starters for <b>CREATE</b></li> <li>• Be prepared to share out to the class</li> </ul> <p>Teacher selects a triad to come to the front of the class and present their revised model.</p>
<p><b>FORMATIVE ASSESSMENT</b></p> 	<p><b>Student Progress Form (SPF)- Constructive Conversation Language Sample</b> Teacher will focus on 2-4 students to progress monitor using the <b><u>Student Progress Form (SPF)-Constructive Conversation Language Sample</u></b> on the use of the Constructive Conversation Skill of <b>CREATE</b> and the Conversation Norms to inform next steps.</p>
<p><b>DIFFERENTIATED INSTRUCTION</b></p>	<p><b>Differentiated Instruction</b> Based on formative assessment data, organize students by language performance. There may be 3-4 groups depending on classroom size. Group 1 – Teacher Group (review <b>CREATE Game</b>) Group 2 – Practice Constructive Conversation Skill Group 3 – Play <b>CREATE Game</b> with the same visual text Group 4 – Play <b>CREATE Game</b> with a new visual text</p>
<p><b>WRAP-UP</b></p>	<p><b>Review ELD Objective and Self-Evaluate</b> Teacher will review ELD objective. <i>Today we revised a <b>CREATE Non-Model</b> Constructive Conversation. We took turns and shared ideas based on a visual text.</i></p>

Teacher asks students the following:

- *How did we meet today's objective of using the Constructive Conversation Skill of **CREATE**?*
- *How did you:*
  - *use the language of the skill*
  - *use your conversation voice*
- *Work with your conversation partner to do the following:*
  - *Identify three things that you did to meet today's objective*
  - *Share and explain the three things to your partner*

Teacher calls on three students and they tell the class what was done today.

# Start Smart-Conversation Practices

## Lesson 3

### ELD OBJECTIVE

Students will be able to engage in a Constructive Conversation using the Skill **CREATE**, by taking turns and sharing ideas based on a visual text with a partner.

### OPENING

Today we are going to practice the Constructive Conversation Skill **CREATE**. When we observe or read something new we have many thoughts and ideas. As we engage in a **CREATE** conversation, our job as speakers is to create and take ownership of our ideas. As listeners our role is to value and foster the same or different ideas that we hear.

### Conversation Norms Poster

Let's chorally read the Conversation Norms Poster.

### ELD.PI.3.1 Ex



1. *Use your think time*
2. *Use the language of the skill*
3. *Use your conversation voice*
4. *Listen respectfully*
5. *Take turns and build on each other's ideas*

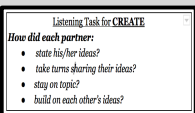
Today, we will focus on:

- *Listen respectfully*
- *Take turns and build on each other's ideas*

Explain and give examples for both. Ask for student volunteers to model the two norms.

### MODEL/ GUIDED PRACTICE

### ELD.PI.3.5 Ex ELD.PI.3.6 Ex ELD.PI.3.7 Ex



### Model and Non-Model

Display the Visual Text for Teacher Modeling and Listening Task Poster.


To model what a Constructive Conversation looks like we are going to use the visual text and Listening Task Poster and address the following prompt: **What do you notice in the visual text?** As we look at the visual text we will **CREATE** and share our own ideas.



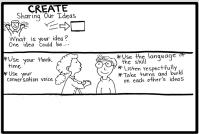
Ask for a previously selected volunteer to be your partner as you model a Constructive Conversation.

- Model using think time and pointing at key elements of the visual text before reading the script.
- Discuss how the following norms were used during the conversation:
  - *Listen respectfully*
  - *Take turns and build on each other's ideas*

**Note:** Provide a copy of the Model Script to the volunteer and allow time beforehand for student to review the script. Suggestions for reading the script:

- Show a video of students having the model conversation (optional)
- Model with a student using the Model Script.

<p><b>Teacher Modeling-Lesson 3</b></p>  <div data-bbox="90 898 298 1016"> <p>Listening Task for CREATE</p> <p>How did each partner:</p> <ul style="list-style-type: none"> <li>• state his/her ideas?</li> <li>• take turns sharing their ideas?</li> <li>• stay on topic?</li> <li>• build on each other's ideas?</li> </ul> </div>	<p><b>Prompt: <i>What do you notice in the visual text?</i></b></p> <p><b>Model:</b></p> <p><b>Student A:</b> I notice the people are working in the woods. What do you notice? <b>CR</b></p> <p><b>Student B:</b> I notice they are cleaning in the woods. <b>CR</b></p> <p><b>Student A:</b> I notice a woman grabbing something. What do you notice? <b>CR</b></p> <p><b>Student B:</b> I notice a woman picking up a dirty cone. What do you notice? <b>CR</b></p> <p><b>Student A:</b> I notice the woman has a rake and she is picking up mud. What do you notice? <b>CR</b></p> <p><b>Student B:</b> I also notice a woman with the blue jacket is scooping up trash with her rake. What do you notice? <b>CR</b></p> <p><b>Student A:</b> I notice they are all working together to clean up the trash. What do you notice? <b>CR</b></p> <p><b>Student B:</b> I notice they are using tools. <b>CR</b></p> <p>Teacher will use questions and the <b>Listening Task Poster</b> to guide students through an analysis of what makes this a <b>Model</b> Constructive Conversation for the skill of <b>CREATE</b>.</p> <p><b>Non-Model:</b>  <b>(No think time; not using the language of the skill)</b></p> <p><b>Student A:</b> What is your idea? <b>(not using the language of the skill)</b></p> <p><b>Student A:</b> They are cleaning something. <b>(not prompting other partner)</b></p> <p><b>Student B:</b> I think they are cleaning something too. <b>(Student not facing partner)</b></p> <p><b>Student B:</b> One idea is they are picking up trash.</p> <p><b>Student A:</b> I wish I had a scooper like the one the lady has. <b>(not addressing the prompt)</b></p> <p><b>Student B:</b> My mom can let us use her scooper. <b>(not addressing the prompt)</b></p> <p><b>Student B:</b> Let's tell the principal we need a scooper. <b>(not addressing the prompt)</b></p> <p><b>Student A:</b> That reminds me of all the trash in the playground.</p> <p>Teacher will use questions and <b>Listening Task Poster</b> to guide students through an analysis of what makes this a <b>Non-Model</b> Constructive Conversation for the skill of <b>CREATE</b>.</p>
<p><b>PRACTICE</b></p>	<p><b>Constructive Conversation Game</b></p> <p>Teacher organizes students into groups of four.</p> <p>Display Visual text for Student Practice-Lesson 3.</p> <p><b>Prompt: <i>What do you notice in the visual text?</i></b></p> <p><i>You are now going to have the opportunity to practice the Constructive Conversation Skill of <b>CREATE</b> while playing a game.</i></p>

<p><b>Student Practice-Lesson 3</b></p>  <p><b>ELD.PI.3.3 Ex</b> <b>ELD.PI.3.4 Ex</b> <b>ELD.PI.3.6 Ex</b></p>	<p>Remind students of the rules of the <b><u>Constructive Conversation Game</u></b>.</p> <p>Rules of the game: Each student will have four <b><u>CREATE</u></b> cards. Each student will play one card as they share their <b><u>CREATE</u></b> ideas. They will continue taking turns until all cards are placed in the middle. If the group is done early, repeat the process for an additional round.</p> <p>As the students play the game, the teacher listens and selects two students who will replay the game in front of the class to serve as models.</p> <p>Teacher selects two students to share in front of the class.</p>
<p><b>FORMATIVE ASSESSMENT</b></p> 	<p><b>Student Progress Form (SPF)- Constructive Conversation Language Sample</b> Teacher will focus on 2-4 students to progress monitor using the <b><u>Student Progress Form (SPF)-Constructive Conversation Language Sample</u></b> on the use of the Constructive Conversation Skill of <b><u>CREATE</u></b> and the Conversation Norms to inform next steps.</p>
<p><b>PRACTICE</b></p> 	<p><b>Constructive Conversation Poster</b> Teacher models creating a class Constructive Conversation Poster (see resources). Teacher elicits student responses to develop a class poster that illustrates their understanding of the <b><u>CREATE</u></b> skill and Conversation Norms. The poster should have only prompt and response starters used by the students for the Constructive Conversation Skill <b><u>CREATE</u></b> such as:</p> <ul style="list-style-type: none"> <li>▪ What do you notice?</li> <li>▪ I notice...</li> </ul> <p><b>Note:</b> Students will create their own Constructive Conversation Poster in <b>Lesson 7</b>.</p>
<p><b>DIFFERENTIATED INSTRUCTION</b></p>	<p><b>Differentiated Instruction</b> Based on formative assessment data, organize students by language performance level. There may be 3-4 groups depending on classroom size. Group 1 – Teacher Group (review <b><u>CREATE Game</u></b>) Group 2 – Practice Constructive Conversation Skill Group 3 – Play <b><u>CREATE Game</u></b> Group 4 – Practice the <b><u>Model</u></b> Constructive Conversation</p>

## WRAP-UP

### Self-Assess


Teacher will review the Constructive Conversation Skill **CREATE**.

- *The Constructive Conversation Skill of **CREATE** allows us to create and honor our own and others' ideas while engaging in a Constructive Conversation.*
- *Reflect on your ability to use the Constructive Conversation Skill **CREATE**. In the previous lessons we have used various visual texts and prompt and response starters to help us share and support our ideas.*
- Students will self-assess answering the prompt:  
*On a scale from 1 to 5 (refer students to poster) how would you rate yourself using the Constructive Conversation Skill **CREATE**?*
  - 1 – I am still learning the Constructive Conversation Skill
  - 2 – I need more practice using the Constructive Conversation Skill
  - 3 – I understand but need more practice using the Constructive Conversation Skill
  - 4 – I understand but I am not yet ready to explain the Constructive Conversation Skill
  - 5 – I understand and can explain the Constructive Conversation Skill
- Teacher may select a conversation pair to share-out.
  - Example:
    - o Student: I rated myself a 3 because...
    - o Teacher: What can you do to move to a 4?



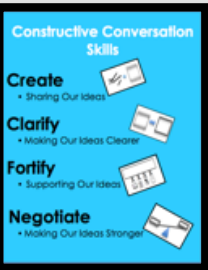
# Start Smart-Conversation Practices

## Lesson 4

<b>ELD OBJECTIVE</b>	Students will be able to engage in a Constructive Conversation using the Conversation Skill <b>CLARIFY</b> , by taking turns, sharing ideas and making ideas clearer based on a visual text with a partner.
<div data-bbox="69 457 287 714"> <b>OPENING</b> </div> <div data-bbox="69 722 287 1043"> <b>ELD.PI.3.1 Ex</b>  </div>	<p><i>Today we are going to be introduced to the Constructive Conversation Skill that will help us make our ideas clearer and learn from each other. That Constructive Conversation Skill is <b>CLARIFY</b>. When we <b>CLARIFY</b> we explain, ask questions, and make our ideas clearer. We will also review our conversation norms to ensure good listening and speaking skills.</i></p> <p><b>Conversation Norms Poster</b>  <i>Let's chorally read the <u>Conversation Norms Poster</u>.</i></p> <ol style="list-style-type: none"> <li><i>1. Use your think time</i></li> <li><i>2. Use the language of the skill</i></li> <li><i>3. Use your conversation voice</i></li> <li><i>4. Listen respectfully</i></li> <li><i>5. Take turns and build on each other's ideas</i></li> </ol> <p>Today, we will focus on:</p> <ul style="list-style-type: none"> <li><i>Use your think time</i></li> <li><i>Use the language of the skill</i></li> </ul> <p>Explain and give examples for both. Ask for student volunteers to model the two norms.</p> <p><b>Hand Gesture and Phrase-CLARIFY</b>          Introduce hand gesture for <b>CLARIFY</b> (teacher places her/his hands over eyes and gestures as if "focusing binoculars"). <i>We use this gesture to show when we explain and make an idea clearer. To help us remember the skill we are practicing, we are going to be using a corresponding phrase: "Making our ideas clearer."</i></p> <p>Teacher thinks aloud for this section. <i>When we <b>CLARIFY</b> ideas, we explain and make our thinking clearer. I am going to show you a visual text and then we will take some time to examine it carefully and think about the prompt, "<b>What do you notice in the visual text? Provide details.</b>"</i></p>
<b>MODEL/ GUIDED PRACTICE</b>	<p><b>Introduce the Listening Task Poster</b>          Teacher refers to the <u>Listening Task Poster-CLARIFY</u> and reads each step aloud.  <i>While you are listening to my partner and me, listen for the following:</i></p>

ELD.PI.3.1 Ex  
ELD.PI.3.5 Ex  
ELD.PI.3.6 Ex  
ELD.PI.3.7 Ex

Listening Task for **CLARIFY**  
*How did each partner:*  
• state his/her ideas?  
• take turns sharing their ideas?  
• make their ideas clearer?  
• stay on topic?  
• build on each other's ideas?



Teacher  
Modeling-  
Lesson 4 - 5



## Listening Task for **CLARIFY**

### *How did each partner:*

- state his/her ideas?
- take turns sharing their ideas?
- make their ideas clearer?
- stay on topic?
- build on each other's ideas?

## Introduce Model and Non-Model

Display the **Visual Text for Teacher Modeling**. To model what a Constructive Conversation looks like we are going to be using a visual text and address the prompt, "**What do you notice in the visual text? Provide details.**" We will use the visual text to share our own ideas and **CLARIFY**.

Ask for a previously selected volunteer to be your partner as you model a Constructive Conversation.

- Model using think time and pointing at key elements of the visual text before reading the script.
- Teacher will also discuss how the following norms were used during the conversation:
  - Use your think time
  - Use the language of the skill

**Note:** Provide a copy of the **Model Script** to the volunteer and allow time beforehand for student to review the script. Suggestions for reading the script:



- Show a video of students having the model conversation (optional)
- Student volunteer and teacher read model script

**PROMPT:** *What do you notice in the visual text? Provide details.*

## Model

- |                   |   |           |
|-------------------|---|-----------|
| <b>Student A:</b> | I notice a young woman picking up lots of feathers and putting them in her pocket. What do you notice?  | <b>CR</b> |
|                   |   | <b>CL</b> |
| <b>Student B:</b> | I notice a dog standing on its back legs jumping at the feathers in the air in front of the bakery. What else do you notice?  | <b>CR</b> |
|                   |   | <b>CL</b> |
| <b>Student A:</b> | I also notice a man and a boy. Their mouths are open and they are looking at the woman. They look like they are smiling. What other details do you notice in the visual text? | <b>CL</b> |
| <b>Student B:</b> | Another detail I notice is that there are feathers in the air and all over the ground. What other details can you add?  | <b>CL</b> |
| <b>Student A:</b> | I would like to add that people standing in the doorway are looking at the woman standing in the middle of an alley. Tell me more what you notice.                            | <b>CL</b> |

<div data-bbox="77 577 279 676" data-label="Text"> <p>Listening Task for CLARIFY</p> <p>How did each partner?</p> <ul style="list-style-type: none"> <li>• state his/her ideas?</li> <li>• take turns sharing their ideas?</li> <li>• make their ideas clearer?</li> <li>• stay on topic?</li> <li>• build on each other's ideas?</li> </ul> </div> <div data-bbox="84 976 263 1087" data-label="Section-Header"> <p>Teacher Modeling-Lesson 4 - 5</p> </div> <div data-bbox="77 1087 279 1234" data-label="Image"> </div>	<p><b>Student B:</b> I also notice the chicken is sitting on the feathers. The feathers are not the same as the chicken's feathers. What other details can you add? <b>CL</b></p> <p><b>Student A:</b> Another detail I notice is the dog trying to catch the feathers. Tell me more about the chicken and the feathers. <b>CL</b></p> <p><b>Student B:</b> I notice the yellow chicken is sitting on a pile of white feathers on the barrel. <b>CL</b></p> <p>Teacher will use questions and <b>Listening Task Poster</b> to guide students through an analysis of what makes this a <b>Model</b> Constructive Conversation for the skill of <b>CLARIFY</b>. Teacher will also discuss how the following norms were used during the conversation:</p> <ul style="list-style-type: none"> <li>• <i>Use your think time</i></li> <li>• <i>Use the language of the skill</i></li> </ul> <p>Teacher will then proceed to the <b>Non-Model</b> for the skill of <b>CLARIFY</b>. Suggestions for reading script:</p> <ul style="list-style-type: none"> <li>• Show a video of students having the non-model conversation (optional)</li> <li>• Teacher and student volunteer can read the non-model script</li> </ul> <p><b>Non-Model:</b> (No think time; no language of the skill being used)</p> <p><b>Student A:</b> I see a yellow chicken. <b>(not using the language of the skill)</b></p> <p><b>Student A:</b> I see a nice dog too. <b>(not taking turns)</b></p> <p><b>Student B:</b> I see a yellow chicken, too. <b>(building on original idea)</b></p> <p><b>Student B:</b> I notice there is a chicken. <b>(not taking turns)</b></p> <p><b>Student A:</b> There are other people in the picture. <b>(Student is mumbling)</b></p> <p><b>Student B:</b> I love chicken nuggets from McDonald's. <b>(not addressing the prompt)</b></p> <p><b>Student A:</b> <b>(No turn taken)</b></p> <p><b>Student B:</b> <b>(No turn taken)</b></p> <p>Teacher will use questions and the <b>Listening Task Poster</b> to guide students through an analysis of what makes this a <b>Non-Model</b> Constructive Conversation for the skill of <b>CLARIFY</b>.</p>
<p><b>PRACTICE</b></p>	<p><b>Constructive Conversation Game</b></p> <p><i>You are now going to have the opportunity to practice the Constructive Conversation Skill <b>CLARIFY</b> while playing a game. You will respond to the following prompt: <b>What do you notice in the visual text? Provide details.</b></i></p> <p>Explain the rules of the <b>Constructive Conversation Game</b> to students.</p> <p><i>Rules of the game:</i></p>

<p><b>Student Practice-Lessons 4-5</b></p>  <p>ELD.PI.3.3 Ex ELD.PI.3.4 Ex ELD.PI.3.6 Ex</p>	<ol style="list-style-type: none"> <li>1. Each student will have 3 <b>CREATE</b> and 3 <b>CLARIFY</b> cards.</li> <li>2. Each student will play a card as they share an idea. They will continue taking turns until all cards are placed in the middle.</li> <li>3. If you're done early, repeat the game.</li> </ol> <p>As the students play the game, the teacher listens and selects two students who will replay the game in front of the class to serve as models.</p>
<p><b>FORMATIVE ASSESSMENT</b></p> 	<p><b>Student Progress Form (SPF)- Constructive Conversation Language Sample</b></p> <p>The teacher will collect a language sample from the two students on the <b>Student Progress Form (SPF)-Constructive Conversation Language Sample</b> to be used for Lesson 5. The language sample must be at least four turns in length.</p> <p><b>Note: The language sample will be the Non-Model revised in Lesson 5.</b></p>
<p><b>WRAP-UP</b></p>	<p><b>Review ELD Objective and Self-Evaluate</b></p> <p>Teacher will review ELD objective. <i>Today, we engaged in a Constructive Conversation using the Constructive Conversation Skill <b>CLARIFY</b>. We took turns, shared ideas and made our ideas clearer based on a visual text.</i></p> <p>Teacher will ask students,</p> <ul style="list-style-type: none"> <li>• <i>How did we meet today's objective of using the conversation skill of <b>CLARIFY</b>?</i></li> <li>• <i>How did you:</i> <ul style="list-style-type: none"> <li>○ <i>use your think time</i></li> <li>○ <i>use the language of the skill</i></li> </ul> </li> <li>• <i>Work with your conversation partner to do the following:</i> <ul style="list-style-type: none"> <li>○ <i>Identify three things that you did to meet today's objective</i></li> <li>○ <i>Share and explain the three things to your partner</i></li> </ul> </li> </ul> <p>Teacher calls on three students and they tell the class what was done today.</p>

# Start Smart-Conversation Practices

## Lesson 5

### ELD OBJECTIVE

Students will be able to revise a **Non-Model** for the Constructive Conversation Skill, **CLARIFY** in a whole group setting and with a triad.

### OPENING

*Today, we are going to review the Constructive Conversation Skill **CLARIFY**. When we clarify, we explain, ask questions and make our ideas clearer.*

### Conversation Norms Poster

*Let's review the Conversation Norms Poster.*

### ELD.PI.3.1 Ex



1. Use your think time
2. Use the language of the skill
3. Use your conversation voice
4. Listen respectfully.
5. Take turns and build on each other's ideas

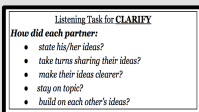
*Today, we will focus on:*

- Use the language of the skill
- Use your conversation voice

### Review Hand Gesture and Phrase-CLARIFY

*Review hand gesture for **CLARIFY** (teacher places her/his hands over eyes and gestures as if "focusing binoculars"). We use this gesture to show when we explain and make our idea clearer. To help us remember the skill we are practicing, we use the corresponding phrase: "Making our ideas clearer."*


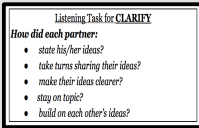
### PROMPT/RESPONSE STARTERS



Display the Visual Text for Teacher Modeling, Clarify Skill Poster and Listening Task Poster.

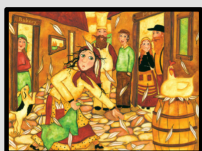
*To model what a Constructive Conversation looks like we are going to use a visual text and the Listening Task Poster to address the following prompt: **What do you notice in the visual text? Provide details.** As we look at the visual text we will **CLARIFY** and share our own ideas.*

*Today I am going to model using the Constructive Conversation Skill **CLARIFY** using these prompt and response starters. They will help us to communicate and explain our ideas clearly. Have students round robin or chorally read previously charted prompt and response starters:*

	<b>Prompt Starters:</b> <ol style="list-style-type: none"> <li>1. What do you notice?</li> <li>2. What other details can you add?</li> <li>3. What else do you notice...?</li> <li>4. Tell me more about...</li> </ol>	<b>Response Starters:</b> <ol style="list-style-type: none"> <li>1. I notice that...</li> <li>2. Another detail I notice...</li> <li>3. I also notice...</li> <li>4. I would like to add, ...</li> </ol>
<b>MODEL</b>  <b>Teacher Modeling-Lesson 4-5</b>   <b>ELD.PI.3.6 Ex</b> <b>ELD.PI.3.7 Ex</b>  	<b>Review Model</b> <p>Teacher introduces <b>Model</b> and asks for a previously selected volunteer to be their partner. Teacher and student read <b>Model Script</b>. Model using think time and pointing at key elements of the visual text before reading the script. Teacher will also discuss how the following norms were used during the conversation:</p> <ul style="list-style-type: none"> <li>• <i>Use the language of the skill</i></li> <li>• <i>Use your conversation voice</i></li> </ul> <p><b>Note:</b> Provide a copy of the <b>Model Script</b> to the volunteer and allow time beforehand for student to review the script. Suggestions for reading the script:</p> <ul style="list-style-type: none"> <li>• Show a video of students having the model conversation (optional)</li> <li>• Student volunteer and teacher read script</li> </ul> <p><b>Prompt:</b> <i>What do you notice in the visual text? Provide details.</i></p> <p><b>Model:</b></p> <p><b>Student A:</b> I notice a young woman picking up lots of feathers and putting them in her pocket. What do you notice? <b>CR</b> <b>CL</b></p> <p><b>Student B:</b> I notice a dog standing on its back legs jumping at the feathers in the air in front of the bakery. What else do you notice? <b>CR</b> <b>CL</b></p> <p><b>Student A:</b> I also notice a man and a boy. Their mouths are open and they looking at the woman. They look like they are smiling. What other details do you notice in the visual text? <b>CL</b></p> <p><b>Student B:</b> Another detail I notice is that there are feathers in the air and all over the ground. What other details can you add? <b>CL</b></p> <p><b>Student A:</b> I would like to add that people standing in the doorway are looking at the woman standing in the middle of an alley. Tell me more about what you notice. <b>CL</b></p> <p><b>Student B:</b> I also notice the chicken is sitting on the feathers. The feathers are not the same as the chicken's. What other details can you add? <b>CL</b></p> <p><b>Student A:</b> Another detail I notice is the dog trying to catch the feathers. Tell me more about the chicken and the feathers. <b>CL</b></p> <p><b>Student B:</b> I notice the yellow chicken is sitting on a pile of white feathers on the barrel. <b>CL</b></p> <p>Teacher will use questions and the <b>Listening Task Poster</b> to guide students through an analysis of what makes this a <b>Model</b> Constructive Conversation for the skill of <b>CLARIFY</b>.</p>	



## Teacher Modeling- Lesson 4-5



### Understanding the Skill: CREATE and CLARIFY

Teacher displays or distributes the Model Script from Lesson 4.

*Let's look at the Model Script to find evidence of the skills of **CREATE** and **CLARIFY**. Are we using the visual text to guide our conversation? Read it to yourself as I read it aloud. Let's look at the first set of turns.*

#### Example of Think-Aloud:

**Student A:** I notice CR a young woman picking up lots of feathers and putting them in her pocket. CL What do you notice? CL

**Student B:** I notice CR a dog standing on its back legs jumping at the feathers in the air in front of the bakery. CL What else do you notice?

**Student A:** I also notice a man and a boy. Their mouths are open and they looking at the woman. They look like they are smiling. CL What other details do you notice in the visual text? CL

**Student B:** Another detail I notice CL is that there are feathers in the air and all over the ground. What other details can you add? CL

*Student A speaks and Student B responds. They are taking turns. Now, let's look at the language of the skill. Look at Student A's response. How do I know Student A used the skill of **CLARIFY**? I notice the language of the skill (underline as noted above). I also notice that Student A is stating what they notice in the visual text. I know this is **CLARIFY** so I will label it with **CL** because they are providing details (Write **CL** next to the response.) I also notice that Student B is using the language of the skill to ask a **CLARIFY** question to get more details, so I will label it with **CL** (Write **CL** next to the response and underline as noted above). Student A responds with the language of the skill **CLARIFY** (underline as noted above). Also, they add more details -based on what they notice in the visual text and ask a **CLARIFY** question. (underline as noted above).*

Teacher prompts student pairs to go through the same process with the rest of the Model Conversation. Students may share their responses in a whole group discussion led by the teacher.

## GUIDED PRACTICE

### Review Non-Model

Teacher displays or distributes the Non-Model Script from Lesson 4.

1. *Let's look at the Non-Model Script. How can we improve this Constructive Conversation? This was our prompt, "**What do you notice in the visual text. Provide details.**" Here's the visual text. Read it to yourself as I read it aloud. Think about the prompt and the language of the Constructive Conversation skill **CLARIFY**.*

Teacher will use questions and the Listening Task Poster to guide students through an analysis of what makes this a **Non-Model** Constructive Conversation for the skill of **CLARIFY**. See possible responses below.

- *No, they did not take turns sharing their ideas because partner A spoke two times in a row, without letting partner B take a turn*
- *At first, they responded to the prompt, but towards the end they went off topic*
- *They did not build on each other's ideas*

ELD.PI.3.2 Ex  
ELD.PI.3.6 Ex  
ELD.PI.3.7 Ex



## Teacher Modeling- Lesson 4-5



2. Teacher along with students will revise the text on chart paper or document reader.

**Prompt:** *What do you notice in the visual text? Provide details.*

### Non-Model:

**Student A:** I see a yellow chicken. **(not using the language of the skill)**

**Student A:** I see a nice dog too. **(not taking turns)**

**Student B:** I see a yellow chicken, too. **(building on original idea)**

**Student B:** I notice there is a chicken. **(not taking turns)**

**Student A:** There are other people in the picture. **(Student is mumbling)**

**Student B:** I love chicken nuggets from McDonald's. **(not addressing the prompt)**

**Student A:** **(No turn taken)**

**Student B:** **(No turn taken)**

### Revised\* Non-Model

*\*text indicates what the teacher should cross out as the text is being revised.*

**Bold** indicates language revised.

**Student A:** I see ~~notice~~ a yellow chicken sitting on a barrel. **What details do you notice?**

**Student AB:** I see ~~notice~~ a ~~nice~~ **small** dog **trying to get the feathers in the air** ~~too~~. **What do else do you notice?**

**Student BA:** I see ~~notice~~ a yellow chicken ~~too~~ **and a woman who are in the middle of an alley. What other details can you add?**

**Student B:** I notice ~~there is a chicken~~. **people looking at the woman. The man wearing the apron and the chef's hat is smiling. What other details can you add?**




**Student A:** There are ~~other people in the picture~~ **standing in the doorway looking out. What other details can you add?**

**Student B:** ~~I love chicken nuggets from McDonald's.~~ **The woman's lips are pursed. She is reaching out to the feathers. There are feathers everywhere. What else do you notice?**

**Student A:** ~~(No turn taken)~~ **The woman is holding a green sack in her hand while reaching for the feathers with her other hand.**

**Student AB:** ~~(No turn taken)~~ **I notice there are feathers everywhere.**

3. Refer to class revised **Non-Model**, have pairs read.

<p><b>PRACTICE</b> Student Practice Lessons 4-5</p>  <p>ELD.PI.3.3 Ex ELD.PI.3.4 Ex</p> 	<p><b>Language Sample Revision: Non-Model</b> Display the language sample collected on Lesson 4 <b><u>Student Progress Form-Constructive Conversation Language Sample (SPF)</u></b>.</p> <p><i>You will work in a triad:</i></p> <ul style="list-style-type: none"> <li>• Number off from 1-3 to form a triad and select a student who will record the revision of the language sample</li> <li>• Read the language sample</li> <li>• Orally revise the language sample to improve the conversation</li> <li>• Use the prompt and response starters for <b>CLARIFY</b></li> <li>• Be prepared to share out to the class</li> </ul> <p>Teacher selects a triad to come to the front of the class and present their revised model.</p>
<p><b>FORMATIVE ASSESSMENT</b></p> 	<p><b>Student Progress Form (SPF)- Constructive Conversation Language Sample</b> Teacher will focus on 2-4 students to progress monitor using the <b><u>Student Progress Form-Constructive Conversation Language Sample (SPF)</u></b> on the use of the Constructive Conversation Skill of <b>CLARIFY</b> and the Conversation Norms to inform next steps.</p>
<p><b>DIFFERENTIATED INSTRUCTION</b></p>	<p><b>Differentiated Instruction</b> Based on formative assessment data, organize students by language performance. There may be 3-4 groups depending on classroom size. Group 1 - Teacher Group (review <b><u>CLARIFY Game</u></b>) Group 2 - Practice Constructive Conversation Skill Group 3 - Play <b><u>CLARIFY Game</u></b> with the same visual text Group 4 - Play <b><u>CLARIFY Game</u></b> with a new visual text</p>
<p><b>WRAP-UP</b></p>	<p><b>Review ELD Objective and Self-Evaluate</b> Teacher will review ELD objective. <i>Today we revised a <b>CLARIFY Non-Model</b> Constructive Conversation. We took turns and shared and explained our ideas based on a visual text.</i></p> <p>Teacher asks students the following:</p> <ul style="list-style-type: none"> <li>• How did we meet today's objective of using the Constructive Conversation Skill of <b>CLARIFY</b>?</li> <li>• How did you: <ul style="list-style-type: none"> <li>○ Use the language of the skill</li> <li>○ Use your conversation voice</li> </ul> </li> <li>• Work with your conversation partner to do the following: <ul style="list-style-type: none"> <li>○ Identify three things that you did to meet today's objective</li> <li>○ Share and explain the three things to your partner</li> </ul> </li> </ul> <p>Teacher calls on three students and they tell the class what was done today.</p>

# Start Smart-Conversation Practices

## Lesson 6

### ELD OBJECTIVE

Students will be able to engage in a Constructive Conversation using the Constructive Conversation Skill of **CLARIFY** by taking turns and explaining their ideas based on a visual text with a partner.

### OPENING

Today, we are going to practice the Constructive Conversation Skill **CLARIFY**. When we observe or read something new, we have many thoughts and ideas. As we engage in a Constructive Conversation using the skill of **CLARIFY**, our job as speakers is to create and explain our ideas. As listeners our role is to value and foster the same or different ideas we are hearing.

### ELD.PI.3.1 Ex



### Conversation Norms Poster

Let's chorally read the Conversation Norms Poster

1. *Use your think time*
2. *Use the language of the skill*
3. *Use your conversation voice*
4. *Listen respectfully*
5. *Take turns and build on each other's ideas*

Today, we will focus on:

- *Listening respectfully*
- *Take turns and build on each other's ideas*

Explain and give examples for both. Ask for student volunteers to model the two norms.

### MODEL/ GUIDED PRACTICE

### Model and Non-Model

Display the Visual Text for Teacher Modeling and Listening Task Poster.

To model what a Constructive Conversation looks like we are going to use the visual text and the Listening Task Poster and address the following prompt: **What do you notice in the visual text? Provide details.** As we look at the visual text we will share our own ideas and **CLARIFY**.

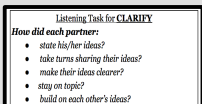
### ELD.PI.3.5 Ex

### ELD.PI.3.6 Ex

### ELD.PI.3.7 Ex

Ask for a previously selected volunteer to be your partner as you model a Constructive Conversation.

- Model using think time and pointing at key elements of the visual text before reading the script.
- Teacher will also discuss how the following norms were used during the conversation:
  - *Listen respectfully*
  - *Take turns and build on each other's ideas*



## Teacher Modeling-Lesson 6



**Note:** Provide a copy of the **Model Script** to the volunteer and allow time beforehand for student to review the script. Suggestions for reading the script:

- Show a video of students having the model conversation (optional)
- Teacher and student read **Model Script**.

**Prompt:** *What do you notice in the visual text? Provide details.*

### **Model:**

**Student A:** I notice the people are working in the woods. There are tall bushes and trees around the four people. What do you notice? **CR**  
**CL**

**Student B:** I notice they are cleaning up the woods. They are standing on the edge of the swamp using tools. What details can you add? **CR**  
**CL**

**Student A:** Another detail I notice is a woman going into the green, mossy swamp to grab the shopping cart by its wheel. She is stretching to get it. What can you add about the visual text? **CR**  
**CL**

**Student B:** I would like to add that another person is balancing herself to pick up a dirty, orange cone by its tip. What else do you notice? **CR**  
**CL**

**Student A:** I notice another woman who has a rake and is picking up mud with trash in it. What else would you like to add? **CR**  
**CL**

**Student B:** I also notice a man with the blue checkered shirt is pulling on the crate with the long pole. What other details can you add? **CR**  
**CL**

**Student A:** I notice they are all working together to clean up the trash. They are all doing different things but they are working together. What other details do you notice? **CR**  
**CL**

**Student B:** I notice they all have serious expressions on their faces as they pull objects out of the swamp. **CR**

Teacher will use questions and the **Listening Task Poster** to guide students through an analysis of what makes this a **Model** Constructive Conversation for the skill of **CLARIFY**.

### **Non-Model:**

**Student A:** What is your idea? **(not addressing the prompt)**

**Student A:** They are cleaning all the trash in the swap in the dirty swamp. **(not using the language of the skill; not prompting other partner)**

**Student B:** I think they are cleaning something too. **(not using the language of the skill)**



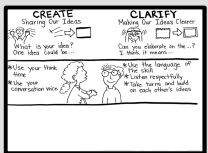
**Student B:** What details can you notice? **(not taking turns)**

**Student A:** I wish I had a scooper like the one the lady has. **(not addressing the prompt)**

**Student B:** I like walking in the woods. **(not addressing the prompt)**

**Student B:** Let's tell the principal we need a scooper. **(not addressing the prompt)**

**Student A:** That reminds me of all the trash in the playground. **(not addressing the prompt)**

	Teacher will use questions and <b>Listening Task Poster</b> to guide students through an analysis of what makes this a <b>Non-Model</b> Constructive Conversation for the skill of <b>CLARIFY</b> .
<b>PRACTICE</b>  <b>Student Practice Lesson 6</b>   <b>ELD.PI.3.3 Ex</b> <b>ELD.PI.3.4 Ex</b> <b>ELD.PI.3.6 Ex</b>	<b>Constructive Conversation Game</b> Teacher organizes students into groups of four.  Display Visual text for Student Practice-Lesson 6. <b>Prompt: What do you notice in the visual text? Provide details.</b>  <i>You are now going to have the opportunity to practice the Constructive Conversation Skills CREATE and CLARIFY while playing a game.</i> Remind students of the rules of the <b>Constructive Conversation Game</b> .  Rules of the game: Each student will have three <b>CREATE</b> and three <b>CLARIFY</b> cards. Each student will play one card as they share their <b>CREATE or CLARIFY</b> ideas, in pairs. They will continue taking turns until all cards are placed in the middle. If the group is done early, repeat the process for an additional round.  As the students play the game, the teacher listens and selects two students who will replay the game in front of the class to serve as models.  Students engage in a Constructive Conversation in groups of four. Teacher selects two students to share in front of the class.
<b>FORMATIVE ASSESSMENT</b>  	<b>Student Progress Form (SPF)- Constructive Conversation Language Sample</b> Teacher will focus on 2-4 students to progress monitor using the <b>Student Progress Form (SPF)-Constructive Conversation Language Sample</b> on the use of the Constructive Conversation Skill of <b>CLARIFY</b> and the Conversation Norms to inform next steps.
<b>PRACTICE</b>  	<b>Constructive Conversation Poster</b> Teacher models creating a Constructive Conversation Poster (see resources). Teacher elicits student responses to help students develop poster that illustrates their understanding of the <b>CLARIFY</b> skill and conversation norms.  Add to the poster only focusing on the prompt and response starters used by the students for the Constructive Conversation Skill <b>CLARIFY</b> : <ul style="list-style-type: none"> <li>What do you notice?</li> <li>What other details can you add...</li> <li>What else can you add...</li> <li>Tell me more about...</li> <li>I notice that...</li> <li>Another detail I notice is ...</li> <li>I also notice...</li> <li>Tell me more about...</li> </ul>

<b>DIFFERENTIATED INSTRUCTION</b>	<p><b>Differentiated Instruction</b></p> <p>Based on the formative assessment data, organize students by language performance. There may be 3-4 groups depending on classroom size.</p> <p>Group 1 – Teacher Group (review <b>CLARIFY Game</b>)</p> <p>Group 2 – Practice Constructive Conversation Skill</p> <p>Group 3 – Play <b>CLARIFY Game</b></p> <p>Group 4 – Practice the model that was presented in Lesson 6</p>
<b>WRAP-UP</b>	<p>Teacher will review the Constructive Conversation Skill <b>CLARIFY</b>.</p> <ul style="list-style-type: none"> <li>• <i>The Constructive Conversation Skill <b>CLARIFY</b> allows us to create and explain our own ideas while engaging in a Constructive Conversation.</i></li> <li>• <i>Reflect on your ability to use the Constructive Conversation Skill <b>CLARIFY</b>. In the past few lessons we used various visual texts and sentence starters to help us share and support our ideas.</i></li> <li>• Students will self-assess answering the prompt:  <i>On a scale from 1 to 5 (refer students to poster) how would you rate yourself using the Constructive Conversation Skill <b>CLARIFY</b>?</i> <ul style="list-style-type: none"> <li><b>1</b> – I am still learning the Constructive Conversation Skill</li> <li><b>2</b> – I need more practice using the Constructive Conversation Skill</li> <li><b>3</b> – I understand but need more practice using the Constructive Conversation Skill</li> <li><b>4</b> – I understand but I am not yet ready to explain the Constructive Conversation Skill</li> <li><b>5</b> – I understand and can explain the Constructive Conversation Skill</li> </ul> </li> <li>• Teacher will select a student to share out. <ul style="list-style-type: none"> <li>• Example: <ul style="list-style-type: none"> <li>○ Student: I rated myself a 3 because...</li> <li>○ Teacher: What can you do to move to a 4?</li> </ul> </li> </ul> </li> </ul>

# Start Smart- Conversation Practices

## Lesson 7

### ELD OBJECTIVE

Students will understand the Constructive Conversation Skills **CREATE** and **CLARIFY**, by discussing them in order to make a Constructive Conversation Skills poster with their conversation partner to present to another partner pair.

### OPENING

*Today we are going to review the first two Constructive Conversation Skills. We will make posters to show what we know about the Constructive Conversation Skills **CREATE** and **CLARIFY**. When we **CREATE**, we say what we think or notice about something. We share our ideas. When we **CLARIFY**, we make our ideas clearer.*

### Conversation Norms Poster

*First, we will review our Conversation Norms to make sure we use our listening and speaking skills well. Let's look at our Conversation Norms Poster to remind us how we use our skills.*

1. Use your think time
2. Use the language of the skill
3. Use your conversation voice
4. Listen respectfully
5. Take turns and build on each other's ideas

For each Conversation Norm, ask students to read and explain by providing examples. Ask for student volunteers to model each norm.

### Review Hand Gestures and Phrases-CREATE and CLARIFY

*Now we will review what we know about the Constructive Conversation Skills of **CREATE** and **CLARIFY**.*

Review hand gesture for **CREATE** (teacher places her hands over her head and opens and closes his/her hands as if an idea is coming out of his/her head.) *We use this gesture to show when we create a new idea. To help us remember **CREATE**, we use a special phrase: "Sharing our ideas."*

Review hand gesture for **CLARIFY** (teacher places her/his hands over eyes and gestures as if "focusing binoculars".) *We use this gesture to show when explain and make our ideas clearer. To help us remember **CLARIFY**, we use the phrase: "Making our ideas clearer".*

### ELD.PI.3.1 Ex



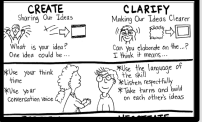
### MODEL/ GUIDED PRACTICE

### Teacher Models Making the Constructive Conversation Poster

*You will make a Constructive Conversation Poster for **CREATE** and **CLARIFY** with your partner. Let's talk about the poster we constructed together.*

Review class Constructive Conversation Poster from Lessons 3 and 6.



	<p>Ask:  <i>What do we need to remember about <b>CREATE</b>?</i>  <i>What does it <u>sound</u> like when we <b>CREATE</b> using the Conversation Norms?</i>  <i>What does it <u>look</u> like when we <b>CREATE</b> using the Conversation Norms?</i></p> <p>Students share with their partner.          Group share.          Students may create a tableau or act out a short skit to show what they know.          Teacher adds to class constructive conversation poster based on student input.</p> <p>Ask:  <i>What do we need to remember about <b>CLARIFY</b>?</i>  <i>What does it <u>sound</u> like when we <b>CLARIFY</b> using the Conversation Norms?</i>  <i>What does it <u>look</u> like when we <b>CLARIFY</b> using the Conversation Norms?</i></p> <p>Students share with their partner.          Group share.          Students may create a tableau or act out a short skit to show what they know.          Teacher adds to class constructive conversation poster based on student input.</p>
<p><b>PRACTICE</b></p>	<p><b>Students Make Constructive Conversation Poster</b>  <i>You will now make your own Constructive Conversation Poster with your partner. Identify what you know about <b>CREATE</b>. Identify what you know about <b>CLARIFY</b>. Decide how to represent what you know about the Constructive Conversation Norms and skills with your partner to put on your poster.</i></p> <p>Students illustrate and write dialogue to demonstrate their understanding.</p> <p><b>Partner Pairs Present to each other</b>          Teacher models sharing the class poster.</p> <p><i>Meet with another partner pair to present your information. Share your poster.</i>          If time permits, have partner pairs share with additional partner pair.</p> <p><b>Whole Group Share Out</b>          Teacher selects one pair to share with the whole class.</p>
<p><b>WRAP-UP</b></p>	<p><b>Review ELD Objective and Self-Evaluate</b>          Teacher will review ELD objective.          Teacher will ask students,</p> <ul style="list-style-type: none"> <li>• <i>How did we meet today's objective of discussing the Constructive Conversation Skills of <b>CREATE</b> and <b>CLARIFY</b> and making a poster?</i></li> <li>• <i>Work with your conversation partner.</i> <ul style="list-style-type: none"> <li>○ <i>Identify three things that you did to meet today's objective</i></li> <li>○ <i>Share and explain the three things to your partner</i></li> </ul> </li> </ul> <p>Teacher calls on three students and they tell the class what was done today.</p>

# Start Smart- Conversation Practices

## Lesson 8

### ELD OBJECTIVE

Students will be able to engage in a Constructive Conversation using the Constructive Conversation Skill **FORTIFY**, by taking turns, sharing ideas and supporting their ideas with evidence from a visual text with a partner.

### OPENING

*Today we are going to be introduced to the Constructive Conversation Skill that will help us communicate and support our ideas with evidence. That Constructive Conversation Skill is **FORTIFY**. When we **FORTIFY** we say what we think and support it with evidence from the text. We have also established Conversation Norms to ensure good listening and speaking skills.*

### ELD.PI.3.1 Ex



### Conversation Norms Poster

*Let's chorally read the Conversation Norms Poster.*

1. *Use your think time*
2. *Use the language of the skill*
3. *Use your conversation voice*
4. *Listen respectfully*
5. *Take turns and build on each other's ideas*

*Today, we will focus on:*

- *Use your think time*
- *Use the language of the skill*

Explain and give examples for both. Ask for student volunteers to model the two norms.

### Hand Gesture and Phrase-FORTIFY

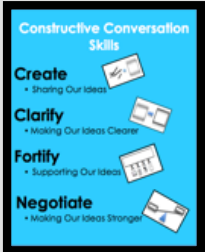
Introduce hand gesture for **FORTIFY** (Place your hand palm down in front of you as if putting an idea on the table. Use the fingertips of the other hand to support the palm (not thumb.) Teacher will explain to students that we use this gesture to show when we support our claim with evidence. *To help us remember the skill we are practicing, we are going to be using a corresponding phrase: "supporting our ideas with evidence." When we **FORTIFY** ideas, we support our ideas with evidence from: 1) text 2) world 3) research and 4) self.*

### MODEL/ GUIDED PRACTICE

### Introduce the Listening Task Poster

Teacher refers to Listening Task Poster -FORTIFY and reads each step aloud. *While you are listening to my partner and me, listen for the following:*

ELD.PI.3.1 Ex  
ELD.PI.3.5 Ex



Teacher  
Modeling  
Lessons  
8 - 9



ELD.PI.3.5 Ex  
ELD.PI.3.6 Ex  
ELD.PI.3.7 Ex  
ELD.PI.3.11 Ex

## Listening Task for **FORTIFY**

### **How did each partner:**

- state his/her ideas?
- take turns sharing their ideas?
- support their ideas with evidence?
- stay on topic?
- build on each other's ideas?

## Introduce Model and Non-Model

Display the **Visual Text for Teacher Modeling**. To model what a Constructive Conversation looks like we are going to use a visual text and address the prompt, ***"What is happening in this visual text? Provide evidence from the text to support your claim."*** As we look at the visual text we will share and **FORTIFY** our ideas.

Ask for a previously selected volunteer to be your partner as you model a Constructive Conversation.

- Model using think time and pointing at key elements of the visual text before reading the script.
- Teacher will also discuss how the following norms were used during the conversation:
  - use your think time
  - use the language of the skill

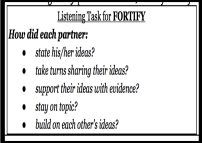
**Note:** Provide a copy of the **Model Script** to the volunteer and allow time beforehand for student to review the script. Suggestions for reading the script:

- Show a video of students having the model conversation (optional)
- Student volunteer and teacher read model script

**Prompt:** ***What is happening in this visual text? Provide evidence from the text to support your claim (each student has to make a claim).***

### **Model**

- Student A:** What is happening is that all the kids are bringing different items to the girl with the red hair. What do you think is happening? **CR**  
**CL**
- Student B:** I think that she is making pies and the others are helping her. What evidence do you have? **CR**  
**F**
- Student A:** I notice that the big boy is carrying a shelf, another boy is carrying a sign that reads "Amanda's Fine Pies" and the little boy is bringing two buckets of fruit. What evidence do you have? **CL**
- Student B:** I know that they are baking pies because in the text, the boy is holding a sign that says "Amanda's Pies." I think the girl's name is Amanda because she's the one making the pies. The girl also has a rolling pin and dough on the table. What evidence do you have? **F**
- Student A:** I think they are all bringing her items she needs to bake pies. What other evidence do you have? **F**



## Teacher Modeling Lessons 8 - 9



**Student B:** I know because the little boy is bringing her some kind of fruit in the buckets. He is raising one of the buckets to Amanda. What evidence to you have? **F**

**Student A:** What is happening is that Amanda is baking pies and all the kids are bringing items to help her. **F**

**Student B:** Based on the evidence from the text, I think Amanda is baking pies to sell. I think that is why the boy is carrying a sign. They need it to advertise the pies for sale and the others are helping Amanda to prepare for the bake sale. **F**

Teacher will use questions and the **Listening Task Poster** to guide students through an analysis of what makes this a **Model** Constructive Conversation for the skill of **FORTIFY**. Teacher will also discuss how the following conversation norms were used during the conversation:

- Use your think time
- Use the language of the skill

Teacher then proceeds to the **Non-Model** for the skill of **FORTIFY**. Suggestions for reading the script:

- Show a video of students having the model conversation (optional)
- Student volunteer and teacher read model script

**Prompt:** *What is happening in this visual text? Provide evidence from the text to support your claim (each student has to make a claim).*

### **Non-Model:**

**Student A:** I notice a girl with red hair. What do you see? **(not using language of the skill; not prompting other partner)**

**Student B:** There's a sign that says "Amanda's Pies." **(not using language of the skill; not prompting other partner)**

**Student A:** There is a girl with red hair. What do you notice? **(not providing details and evidence from the text)**

**Student B:** The girl in the pink shirt is eating the flat cookie. **(not prompting other partner)**



**Student A:** In the visual text, there are 3 more pieces of masa. **(not prompting other partner)**

**Student B:** I see a kid with two buckets of fruit. **(not addressing the prompt)**

**Student A:** I also see a boy with a red shelf. **(not prompting other partner)**


**Student B:** Let's put our ideas together. We like pies.


Teacher will use questions and the **Listening Task Poster** to guide students through analysis of what makes this a **Non-Model** Constructive Conversation for the skill of **FORTIFY**.

<p><b>PRACTICE</b></p> <p><b>Student Practice Lessons 8-9</b></p>  <p><b>ELD.PI.3.3 Ex</b>  <b>ELD.PI.3.4 Ex</b>  <b>ELD.PI.3.6 Ex</b>  <b>ELD.PI.3.7 Ex</b>  <b>ELD.PI.3.11 Ex</b></p>	<p><b>Constructive Conversation Game</b></p> <p><i>You are now going to have the opportunity to practice the Constructive Conversation Skill <b>FORTIFY</b> while playing a game. Explain the rules of the <u>Constructive Conversation Game</u> to students.</i></p> <p><i>Rules of the game:</i></p> <ol style="list-style-type: none"> <li>1. Each student will have <b>1 CREATE, 2 CLARIFY and 3 FORTIFY</b> cards.</li> <li>2. Each student will play a card as they share an idea. They will continue taking turns until all cards are placed in the middle.</li> <li>3. If you're done early, repeat the game.</li> </ol> <p>As the students play the game, the teacher listens and selects two students who will replay the game in front of the class to serve as models.</p> <p><i>You will respond to the following prompt: <b>What is happening in this visual text? Provide evidence from the text to support your claim.</b> (Each student has to make a claim)</i></p>
<p><b>FORMATIVE ASSESSMENT</b></p> 	<p><b>Student Progress Form (SPF)- Constructive Conversation Language Sample</b></p> <p>The Teacher will collect a language sample from the two students on the <u>Student Progress Form (SPF)-Constructive Conversation Language Sample</u> to be used in Lesson 9. The language sample from two students must be at least four turns in length.</p> <p><b>Note: The language sample collected will be used as the Non-Model to be revised in Lesson 9.</b></p>
<p><b>WRAP-UP</b></p>	<p><b>Review ELD Objectives and Self-Evaluate</b></p> <p>Teacher will review ELD objective.</p> <p><i>Today we engaged in a Constructive Conversation using the Constructive Conversation Skill <b>FORTIFY</b>. We took turns, shared ideas and supported our ideas with evidence from the visual text.</i></p> <p>Teacher will ask students the following:</p> <ul style="list-style-type: none"> <li>• <i>How did we meet today's objective of using the Constructive Conversation Skill of <b>FORTIFY</b>?</i></li> <li>• <i>How did you:</i> <ul style="list-style-type: none"> <li>○ <i>Use your think time</i></li> <li>○ <i>Use the language of the skill</i></li> </ul> </li> <li>• <i>Work with your conversation partner.</i> <ul style="list-style-type: none"> <li>○ <i>Identify three things that you did to meet today's objective</i></li> <li>○ <i>Share and explain the three things to your partner</i></li> </ul> </li> </ul> <p>Teacher calls on three students and they tell the class what was done today.</p>

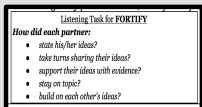
# Start Smart-Conversation Practices

## Lesson 9

<b>ELD OBJECTIVE</b>	Students will be able to revise a <b>Non-Model</b> for the Constructive Conversation Skill <b>FORTIFY</b> in a whole group setting and with a triad.
<b>OPENING</b>	<p><i>Today we are going to review the Constructive Conversation Skill <b>FORTIFY</b>. When we <b>FORTIFY</b> we make a claim and support it with evidence.</i></p> <p><b>Conversation Norms Poster</b>  <i>Let's review the <u>Conversation Norms Poster</u>.</i></p> <div style="display: flex; align-items: flex-start;"> <div style="margin-right: 20px;">  </div> <div> <ol style="list-style-type: none"> <li>1. Use your think time</li> <li>2. Use the language of the skill</li> <li>3. Use your conversation voice</li> <li>4. Listen respectfully</li> <li>5. Take turns and build on each other's ideas</li> </ol> </div> </div> <p><i>Today, we will focus on:</i></p> <ul style="list-style-type: none"> <li><i>use the language of the skill</i></li> <li><i>use your conversation voice</i></li> </ul> <p>Explain and give examples for both. Ask for student volunteers to model the two norms.</p> <p><b>Review Hand Gesture and Phrase-FORTIFY</b>          Review hand gesture for <b>FORTIFY</b> (Place your hand palm down in front of you as if putting an idea on the table. Use the fingertips of the other hand to support the palm). Teacher will explain to students that we use this gesture to show when we want to support our claim with evidence. To help us remember the skill we are practicing, we are going to be using a corresponding phrase: "<i>Supporting our Ideas with Evidence.</i>"</p>
<b>PROMPT/ RESPONSE STARTERS</b>	<p>Display the <u>Visual Text for Teacher Modeling, Fortify Skill Poster</u> and the <u>Listening Task Poster</u>.</p> <p><i>To model what a Constructive Conversation looks like we are going to use a visual text and the <u>Listening Task Poster</u> to address the following prompt, "What is happening in the visual text? Provide evidence from the text to support your claim." As we look at the visual text we will share and <b>FORTIFY</b> our ideas.</i></p> <p><i>Today I am going to model using the Constructive Conversation Skill <b>FORTIFY</b> using these prompt and response starters. They will help us to communicate our ideas clearly and support them with evidence. Have students round robin or chorally read previously charted prompt and response starters:</i></p>

	<b>Prompt Starters</b> <ol style="list-style-type: none"> <li>1. How do you know...?</li> <li>2. What is happening...?</li> <li>3. Where did you get that information?</li> <li>4. Show me in the text where...</li> </ol>	<b>Response Starters</b> <ol style="list-style-type: none"> <li>1. I know because ...</li> <li>2. I think__, so__...</li> <li>3. I have seen this in...</li> <li>4. In the text...</li> </ol>
<b>MODEL</b>  <b>ELD.PI.3.6 Ex</b> <b>ELD.PI.3.7 Ex</b>          <b>Teacher Modeling Lessons 8-9</b>  	<b>Review Model</b> <p>Teacher introduces <b>Model</b> and asks for a previously selected volunteer to be their partner. Teacher and student read <b>Model Script</b>. Model using think time and pointing at key elements of the visual text before reading the script. Teacher will also discuss how the following norms were used during the conversation:</p> <ul style="list-style-type: none"> <li>• <i>Use the language of the skill</i></li> <li>• <i>Use your conversation voice</i></li> </ul> <p><b>Note:</b> Provide a copy of the <b>Model Script</b> to the volunteer and allow time beforehand for student to review the script. Suggestions for reading the script:</p> <ul style="list-style-type: none"> <li>• Show a video of students having the model conversation (optional)</li> <li>• Student volunteer and teacher read model script</li> </ul> <p><b>Prompt:</b> <i>What is happening in this visual text? Provide evidence from the text to support your claim.</i></p> <p><b>Model</b></p> <p><b>Student A:</b> What is happening is that all the kids are bringing different items to the girl with the red hair. What do you think is happening? <b>CR CL</b></p> <p><b>Student B:</b> I think that she is making pies and the others are helping her. What evidence do you have? <b>CR F</b></p> <p><b>Student A:</b> I notice that the big boy is carrying a shelf, another boy is carrying a sign that reads “Amanda’s Fine Pies” and the little boy is bringing two buckets of fruit. What evidence do you have? <b>CL</b></p> <p><b>Student B:</b> I know that they are baking pies because in the text, the boy is holding a sign that says “Amanda’s Pies.” I think the girl’s name is Amanda because she’s the one making the pies. The girl also has a rolling pin and dough on the table. What evidence do you have? <b>F</b></p> <p><b>Student A:</b> I think they are all bringing her items she needs to bake pies. What other evidence do you have? <b>F</b></p> <p><b>Student B:</b> I know because the little boy is bringing her some kind of fruit in the buckets. He is raising one of the buckets to Amanda. What evidence to you have? <b>F</b></p> <p><b>Student A:</b> What is happening is that Amanda is baking pies and all the kids are bringing items to help her. <b>F</b></p> <p><b>Student B:</b> Based on the evidence from the text, I think Amanda is baking pies to sell. I think that is why the boy is carrying a sign. They need it to advertise the pies for sale and the others are helping Amanda to prepare for the bake sale. <b>F</b></p>	





## Teacher Modeling Lessons 8-9



Teacher will use questions and the **Listening Task Poster** to guide students through an analysis of what makes this a **Model** Constructive Conversation for the skill of **FORTIFY**.

### Understanding the Skill: Fortify

Teacher displays or distributes the **Model Script** from Lesson 8.

*Let's look at the **Model Script** to find evidence of the skills of **CREATE**, **CLARIFY** and **FORTIFY**. How are we using the visual text to guide our conversation?*

#### Example of Think-Aloud:

**Student A:** What is happening is CR that all the kids are bringing different items to the girl with the red hair. **CL** What do you think is happening?

**Student B:** I think that CR she is making pies and the others are helping her. What evidence do you have? F

**Student A:** I notice that the big boy is carrying a shelf, another boy is carrying a sign that reads "Amanda's Fine Pies" and the little boy is bringing two buckets F of fruit. What evidence do you have? F

**Student B:** I know that they are baking pies because F in the text, the boy is bringing a sign that says "Amanda's Pies." I think the girl's name is Amanda because she's the one making the pies. The girl also has a rolling pin and dough on the table. What evidence do you have? F

*Let's look at the first set of turns. Read it to yourself as I read it aloud (see example above).*

*Let's look at the language of the skill. Look at Student A's response. How do I know Student A used the skill of **FORTIFY**? I notice the language of the skill (underline as noted above). I know this is **FORTIFY** because it is asking for evidence from the text so I will label it with **F** (Write F next to the response.) I also notice that Student B is using the language of the skill to answer a **FORTIFY** question to provide evidence, so I will label it with **F** (Write F next to the response and underline as noted above). Student A responds with the language of the skill **FORTIFY** (underline as noted above). Also, they provide more evidence, based on what is in the visual text.*

Teacher prompts student pairs to go through the same process with the rest of the Model Conversation. Students may share their responses in a whole group discussion led by the teacher.

## GUIDED PRACTICE

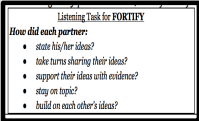
### Review Non-Model

Teacher displays or distributes the **Non-Model Script** from Lesson 8.

*Let's look at the **Non-Model Script**. How can we improve this Constructive Conversation? This was our prompt, "**What is happening in this visual text? Provide evidence from the text to support your claim.**" Read it to yourself as I read it aloud. Think about the prompt and the language of the Constructive Conversation Skill **FORTIFY**.*

ELD.PI.3.2 Ex  
ELD.PI.3.6 Ex  
ELD.PI.3.7 Ex

1. Teacher will use questions and the **Listening Task Poster** to guide students through an analysis of what makes this a **Non-Model** Constructive Conversation for the skill of **FORTIFY**. See possible responses below.



## Teacher Modeling Lessons 8-9



- No, they did not take turns sharing their ideas because partner A spoke two times in a row, without letting partner B take a turn
- At first, they responded to the prompt, but towards the end they went off topic
- They did not build on each other's ideas

2. Teacher along with students revise the text on chart paper or document reader.

### Non-Model:




- Student A:** I notice a girl with red hair. What do you see? **(not using language of the skill; not prompting other partner)**
- Student B:** There's a sign that says "Amanda's Pies." **(not using language of the skill; not prompting other partner)**
- Student A:** There is a girl with red hair. What do you notice?**(not providing details and evidence from the text)**
- Student B:** The girl in the pink shirt is eating the flat cookie. **(not prompting other partner)**
- Student A:** In the visual text, there are 3 more pieces of masa. **(not prompting other partner)**
- Student B:** I see a kid with two buckets of fruit. **(not addressing the prompt)**
- Student A:** I also see a boy with a red shelf. **(not prompting other partner)**
- Student B:** Let's put our ideas together. We like pies.

### Revised\* Non-Model:

*\*text indicates what the teacher should cross out as the text is being revised.*

**Bold** indicates language revised.

- Student A:** **What is happening in the text is everyone is contributing to making pies.** ~~I notice a~~ **The** girl with red hair is cooking something. What do you see **notice?**
- Student B:** ~~I notice there's a sign that says "Amanda's Pies."~~ **My idea is that they are going to sell pies.**
- Student A:** ~~There is a girl with red hair.~~ **I notice there are children and they have many things. For example, one of the kids is carrying a sign. I know the girl's name is Amanda because that's on the sign. She makes tasty or fine pies. That's on the sign as well.**
- Student B:** ~~The girl in the pink shirt is eating the flat cookie.~~ **So they have signs that say Amanda's pies. Why do they have a sign that says Amanda's Fine Pies?**
- Student A:** **I think they have the sign because they are going to sell pies. Amanda is baking many pies because I see flour on the table, a rolling pin and what looks like dough. Also, in the visual text, there are 3 more pieces of masa, or dough, for pies.**
- Student B:** **They are making fruit pies. I know this because I notice see a kid with two buckets of fruit.**

	<p><b>Student A:</b> I also see a boy with a red shelf. <b>They are working together to make pies by bringing different things.</b></p> <p><b>Student A:</b> Let's put our ideas together. <del>We like pies.</del> <b>Everyone is bringing things while Amanda bakes pies. They all seem to be bringing something to her.</b></p> <p>3. Refer to class revised <b>Non-Model</b>, have pairs read.</p>
<p><b>PRACTICE</b> Student Practice Lessons 8-9</p>  <p>ELD.PI.3.3 Ex ELD.PI.3.4 Ex ELD.PI.3.11 Ex</p> 	<p><b>Language Sample Revision: Non-Model</b> Display the language sample collected on Lesson 8- <b><u>Student Progress Form (SPF)- Constructive Conversation Language Sample.</u></b></p> <p><i>You will work in a triad:</i></p> <ul style="list-style-type: none"> <li>• Number off from 1-3 to form a triad and select a student who will record the revision of the language sample</li> <li>• Read the language sample</li> <li>• Orally revise the language sample to improve the conversation</li> <li>• Use the prompt and response starters for <b>FORTIFY</b></li> <li>• Be prepared to share out to the class</li> </ul> <p>Teacher selects a triad to come to the front of the class and present their revised model.</p>
<p><b>FORMATIVE ASSESSMENT</b></p> 	<p><b>Student Progress Form (SPF)- Constructive Conversation Language Sample</b> Teacher will focus on 2-4 students to progress monitor using the <b><u>Student Progress Form (SPF)-Constructive Conversation Language Sample</u></b> on the use of the Constructive Conversation Skill of <b>FORTIFY</b> and the Conversation Norms to inform next steps.</p>
<p><b>DIFFERENTIATED INSTRUCTION</b></p>	<p><b>Differentiated Instruction</b> Based on formative assessment data, organize students by language performance. There may be 3-4 groups, depending on classroom size.</p> <p>Group 1 - Teacher Group (review <b>FORTIFY Game</b>) Group 2 - Practice Constructive Conversation Skill Group 3 - Play <b>FORTIFY Game</b> with the same visual text Group 4 - Play <b>FORTIFY Game</b> with a new visual text</p>
<p><b>WRAP-UP</b></p>	<p><b>Review ELD Objective and Self-Evaluate</b> Teacher will review ELD objective. <i>Today we revised a <b>FORTIFY Non-Model</b> Constructive Conversation. We took turns and shared ideas based on a visual text.</i></p>

	<p>Teacher asks students the following:</p> <ul style="list-style-type: none"> <li>• <i>How did we meet today's objective of using the Constructive Conversation Skill of <b>FORTIFY</b>?</i></li> <li>• <i>How did you:</i> <ul style="list-style-type: none"> <li>○ <i>use the language of the skill</i></li> <li>○ <i>use your conversation voice</i></li> </ul> </li> <li>• Work with your conversation partner to do the following:           <ul style="list-style-type: none"> <li>○ <i>Identify three things that you did to meet today's objective</i></li> <li>○ <i>Share and explain the three things to your partner</i></li> </ul> </li> </ul> <p>Teacher calls on three students and they tell the class what was done today.</p>
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# Start Smart-Conversation Practices

## Lesson 10

### ELD OBJECTIVE

Students will engage in a Constructive Conversation using the Constructive Conversation Skill **FORTIFY** by taking turns, sharing ideas and supporting their ideas with evidence when examining a visual text with a partner.

### OPENING

#### ELD.PI.3.1 Ex



Today we are going to practice the Constructive Conversation Skill **FORTIFY**. When we observe or read something new we have many thoughts and ideas. As we engage in a Constructive Conversation using the skill of **FORTIFY**, our job as speakers is to share and explain our ideas. we also say what we think and support it with evidence from the text. As listeners our role is to value and foster the same or different ideas that we hear.

### Conversation Norms Poster

Let's chorally read the Conversation Norms Poster.

1. Use your think time
2. Use the language of the skill
3. Use your conversation voice
4. Listen respectfully
5. Take turns and build on each other's ideas

Today, we will focus on:

- Listen respectfully
- Take turns and build on each other's ideas

Explain and give examples for both. Ask for student volunteers to model the two norms.

### MODEL/ GUIDED PRACTICE

#### ELD.PI.3.5 Ex ELD.PI.3.6 Ex ELD.PI.3.7 Ex

### Model and Non-Model

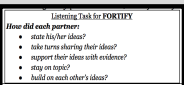
Display the Visual Text for Teacher Modeling and Listening Task Poster.

To model what a Constructive Conversation looks like we are going to use the visual text and address the following prompt: **What is happening in this visual text? Provide evidence from the text to support your claim.** As we look at the visual text we will share our own ideas and **FORTIFY**.

Ask for a previously selected volunteer to be your partner as you model a Constructive Conversation.

- Model using think time and pointing at key elements of the visual text before reading the script.
- Teacher will also discuss how the following norms were used during the conversation:
  - Listen respectfully
  - Take turns and build on each other's ideas

## Teacher Modeling Lesson 10



**Note:** Provide a copy of the **Model Script** to the volunteer and allow time beforehand for student to review the script. Suggestions for reading the script:

- Show a video of students having the model conversation (optional)
- Teacher and student read **Model Script**.

**Prompt:** *What is happening in this visual text? Provide evidence from the text to support your claim. (Each student must make a claim.)*

### Model:

**Student A:** I think what is happening is that two people are talking to a homeless person. What do you think is happening in the text? **CR F**

**Student B:** I think what is happening is that the man and woman are trying to help a homeless person. What can you add to your claim? **CR F**

**Student A:** I notice the homeless person has a sign that says, "Anything Helps". There is a paper cup in front of the sign. The person is asking for help. What evidence can you use to support your claim? **CL F**

**Student B:** I notice that all three people are wearing beanies. The two people with papers are wearing winter jackets. The other person is covered with a blanket. The man and woman are trying to help the homeless person because it is very cold. What evidence can you see to support your claim? **F**

**Student A:** I notice the man and woman are crouching very close to the homeless person. I agree with you that they are asking the homeless person questions. I think they are asking the person questions so they can help him. Now what do you think is happening in the visual text? **CL F**

**Student A:** I think what is happening is that the man and woman are interviewing the homeless person and writing that information on the green paper. What do you think? **F CL**

**Student B:** I think what is happening is that they are interviewing the homeless person so that they can help him/her. **F**

Teacher will use questions and the **Listening Task Poster** to guide students through an analysis of what makes this a **Model** Constructive Conversation for the skill of **FORTIFY**.

### Non-Model:



**Student A:** There is a homeless person. What do you think? (**Student does not start by making a claim; not prompting using prompt starters**)

**Student B:** The homeless person is asking for money. What do you think? (**Student does not start by making a claim; not prompting using prompt starters**)

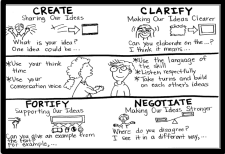
**Student A:** I notice it is cold. (**not prompting other partner**)

**Student B:** I notice the homeless person is sleeping on the ground. (**not prompting other partner**)




	<p><b>Student A:</b> I notice two people talking to the homeless person.</p> <p><b>Student B:</b> I think the two people are going to give the homeless person money. <b>(not using language of the skill; not using evidence from the text to support the idea)</b></p> <p><b>Student A:</b> The two people are talking to the homeless person because it is cold. <b>(not using language of the skill)</b></p> <p><b>Student B:</b> The two people are asking the homeless person if she/he needs help. <b>(not using language of the skill; not using evidence from the text to support the claim)</b></p> <p>Teacher will use questions and the <b>Listening Task Poster</b> to guide students through an analysis of what makes this a <b>Non-Model</b> Constructive Conversation for the skill of <b>FORTIFY</b>.</p>
<p><b>PRACTICE</b></p> <p><b>Student Practice Lesson 10</b></p>  <p>ELD.PI.3.3 Ex ELD.PI.3.4 Ex ELD.PI.3.6 Ex ELD.PI.3.1 Ex</p>	<p><b>Constructive Conversation Game</b></p> <p>Organize students into a group of four.</p> <p><i>You are now going to have the opportunity to practice the Constructive Conversation Skills <b>CREATE</b>, <b>CLARIFY</b> and <b>FORTIFY</b> while playing a game.</i></p> <p>Remind students of the rules of the <b>Constructive Conversation Game</b>.</p> <p>Rules of the game:</p> <p>Each student will have one <b>CREATE</b>, two <b>CLARIFY</b> and two <b>FORTIFY</b> cards.</p> <p>Each student will play one card as they share their <b>CREATE</b>, <b>CLARIFY</b> and <b>FORTIFY</b> ideas. They will continue taking turns until all cards are placed in the middle.</p> <p>If the group is done early, repeat the process for an additional round.</p> <p><b>Display Visual text for Student Practice-Lesson 10.</b></p> <p><b>Prompt: What is happening in this visual text? Provide evidence from the text to support your claim.</b></p> <p>As the students play the game, the teacher listens and selects two students who will replay the game in front of the class to serve as models.</p>
<p><b>FORMATIVE ASSESSMENT</b></p> 	<p><b>Student Progress Form (SPF)- Constructive Conversation Language Sample</b></p> <p>Teacher will focus on 2-4 students to progress monitor using the <b>Student Progress Form (SPF)-Constructive Conversation Language Sample</b> on the use of the Constructive Conversation Skill of <b>FORTIFY</b> and the Conversation Norms to inform next steps.</p>
<p><b>PRACTICE</b></p>	<p><b>Constructive Conversation Poster</b></p> <p>Teacher models creating a Constructive Conversation Poster (see resources). Teacher elicits student responses to help students develop poster that illustrates their understanding of the <b>FORTIFY</b> skill and Conversation Norms.</p>



	<p>Add to the poster only focusing on the prompt and response starters used by the students for the Constructive Conversation Skill <b>FORTIFY</b>:</p> <ul style="list-style-type: none"> <li>▪ In the text, ...</li> <li>▪ I know because ...</li> <li>▪ I have seen this in...</li> <li>▪ Show me in the text where...</li> <li>▪ How do you know...?</li> <li>▪ Where did you get that information?</li> </ul> <p><b>Note: Students will continue to add to their Constructive Conversation Poster from Lesson 7.</b></p>
<p><b>DIFFERENTIATED INSTRUCTION</b></p>	<p><b>Differentiated Instruction</b></p> <p>Based on formative assessment data, organize students by language performance. There may be 3-4 groups, depending on classroom size.</p> <p>Group 1 - Teacher Group (review <b>FORTIFY Game</b>)</p> <p>Group 2 - Practice Constructive Conversation Skill</p> <p>Group 3 – Play <b>FORTIFY</b> game</p> <p>Group 4 – Practice the model that was presented in Lesson 10</p>
<p><b>WRAP-UP</b></p>	<p><b>Self-Assess</b></p> <p>Teacher will review the Constructive Conversation skill <b>FORTIFY</b>.</p> <ul style="list-style-type: none"> <li>• <i>The conversation skill <b>FORTIFY</b> allows us to support our ideas with evidence from the text while engaging in a conversation.</i></li> <li>• <i>Reflect on your ability to use the Constructive Conversation skill, <b>FORTIFY</b>. In the past few lessons we have used various visual texts and prompt and response starters to help us share and support our ideas.</i></li> <li>• Students will self-assess answering the prompt:  <i>On a scale from 1 to 5 (refer students to poster) how would you rate yourself using the Conversational Skill <b>FORTIFY</b>?</i> <ol style="list-style-type: none"> <li>1 – I am still learning the Constructive Conversation Skill</li> <li>2 – I need more practice using the Constructive Conversation Skill</li> <li>3 – I understand but need more practice using the Constructive Conversation Skill</li> <li>4 – I understand but I am not yet ready to explain the Constructive Conversation Skill</li> <li>5 – I understand and can explain the Constructive Conversation Skill</li> </ol> </li> </ul> <p>Teacher can select student to share out.</p> <ul style="list-style-type: none"> <li>• Example: <ul style="list-style-type: none"> <li>o Student: I rated myself a 3 because...</li> <li>o Teacher: What can you do to move to a 4?</li> </ul> </li> </ul>

# Start Smart-Conversation Practices

## Lesson 11

<b>ELD OBJECTIVE</b>	Students will engage in a Constructive Conversation using the Constructive Conversation Skill of <b>NEGOTIATE</b> , by taking turns, sharing their opinions and coming to consensus based on a prompt with a partner.
<b>OPENING</b>	<p><i>Today we are going to be introduced to the Constructive Conversation Skill that will help us communicate our opinions, learn from each other and come to a consensus. That Constructive Conversation skill is <b>NEGOTIATE</b>. When we <b>NEGOTIATE</b> we state our claim, consider the opinions of others and come to a consensus. We also use Conversations Norms to ensure good listening and speaking skills.</i></p> <p><b>Conversation Norms Poster</b>  <i>Let's chorally read the <u>Conversation Norms Poster</u>.</i></p> <ol style="list-style-type: none"> <li><b>1. Use your think time</b></li> <li><b>2. Use the language of the skill</b></li> <li><b>3. Use your conversation voice</b></li> <li><b>4. Listen respectfully</b></li> <li><b>5. Take turns and build on each other's ideas</b></li> </ol>  <p><i>Today, we will focus on:</i></p> <ul style="list-style-type: none"> <li><i>use your think time</i></li> <li><i>use the language of the skill</i></li> </ul> <p>Explain and give examples for both. Ask for student volunteers to model the two norms.</p> <p><b>Hand Gesture and Phrase-NEGOTIATE</b>          Introduce hand gesture for <b>NEGOTIATE</b>. (Put your hands out by your shoulders palms up. Move them up and down like a scale.) Teacher will explain to students that we use this gesture to show when we <b>NEGOTIATE</b> our ideas. <i>To help us remember the skill we are practicing, we are going to use a corresponding phrase: "Making our Ideas Stronger."</i></p>
<b>MODEL/ GUIDED PRACTICE</b>	<p><b>Introduce the Listening Task Poster</b>          Teacher refers to the <u><b>Listening Task Poster-NEGOTIATE</b></u> and reads each step aloud.  <i>While you are listening to my partner and me, listen for the following:</i></p> <div style="border: 2px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <p align="center"><u>Listening Task for <b>NEGOTIATE</b></u></p> <p><b>How did each partner:</b></p> <ul style="list-style-type: none"> <li><i>state his/her ideas?</i></li> <li><i>they take turns sharing their ideas?</i></li> <li><i>they consider all the ideas?</i></li> <li><i>they stay on topic?</i></li> <li><i>build on each other's ideas?</i></li> <li><i>come to a consensus?</i></li> </ul> </div>
<b>ELD.PI.3.1 Ex</b> <b>ELD.PI.3.5 Ex</b>	



## Introduce Model and Non-Model

Display the Visual Text for Teacher Modeling, Negotiate Skill Poster and the Listening Task Poster.

*To model what a **NEGOTIATE** Constructive Conversation sounds like we are going to use a visual text and the Listening Task Poster to address the prompt: **What is an important idea from this text? Start by stating your claim. Support your claim and come to a consensus.** As we look at the visual text we will **NEGOTIATE** and share our ideas.*

Ask for a previously selected volunteer to be your partner as you model a Constructive Conversation.

Remind students that we used this visual text before in a **FORTIFY** conversation. Say: *Use ideas from that conversation to support your claim.*

- Model using think time and pointing at key elements of the visual text before reading the script.
- Teacher will also discuss how the following norms were used during the conversation:
  - *use your think time*
  - *use the language of the skill*

**Note:** Provide a copy of the Model Script to the volunteer and allow time beforehand for student to review the script. Suggestions for reading the script:

- Show a video of students having the model conversation (optional)
- Student volunteer and teacher read model script

**Prompt:** *What is an important idea from this text? Start by stating your claim. Support your claim and come to a consensus.*

### Model:

**Student A:** My claim is that when you are making something, everyone needs to work together. What is an important idea from this visual text? **N**

**Student B:** Another important idea is that more things get done when you help each other. What evidence can you use to support your claim? **F**

**Student A:** I notice that the kids are bringing items to Amanda who is rolling the dough. What evidence do you have to support your claim? **CR**

**Student B:** I notice one child has a shelf, another child has a sign and the little boy has buckets of fruit. I think they are bringing items that will help Amanda display her pies for sale. What other evidence do you have that supports your claim? **F**


**Student A:** I notice that in the visual text, the girl is making the pies and the others are helping her. They are all bringing different things to make pies. The big boy is carrying a shelf, another boy is carrying a sign and the little boy is bringing buckets of fruit. **F**  
**CL**



**Student B:** I agree with you that they are all working together. By bringing all the items together they are working together. Can we come to a consensus? **N**  
**F**

Teacher  
Model  
Lessons 11-12



ELD.PI.3.5 Ex  
ELD.PI.3.6 Ex  
ELD.PI.3.7 Ex  
ELD.PI. 3.1 Ex

<div data-bbox="87 394 298 491"> <p>Listening Task for NEGOTIATE</p> <p>How did each partner:</p> <ul style="list-style-type: none"> <li>• state his/her ideas?</li> <li>• they take turns sharing their ideas?</li> <li>• they consider all the ideas?</li> <li>• they stay on topic?</li> <li>• build on each other's ideas?</li> <li>• come to a consensus?</li> </ul> </div> <div data-bbox="87 1087 298 1352"> <p>Teacher Model Lessons 11-12</p>  </div>	<p><b>Student A:</b> An important idea is that when making something it is best to work together to get different things done. What do you think? <b>F CR</b></p> <p><b>Student B:</b> Let's come to a consensus. An important idea from this visual text is that working together helps to get more things done. <b>N F</b></p> <p>Teacher will use questions and the <b>Listening Task Poster</b> to guide students through an analysis of what makes this a <b>Model</b> Constructive Conversation for the skill of <b>NEGOTIATE</b>. Teacher will also discuss how the following norms were used during the conversation:</p> <ul style="list-style-type: none"> <li>• <i>use your think time</i></li> <li>• <i>use the language of the skill</i></li> </ul> <p>Teacher will then proceed to the <b>Non-Model</b> for the skill of <b>NEGOTIATE</b>. Suggestions for reading script:</p> <ul style="list-style-type: none"> <li>• Show a video of students having the non-model conversation (optional)</li> <li>• Teacher and student volunteer can read the non-model script</li> </ul> <p><b>Non-Model:</b></p> <p><b>Student A:</b> An important idea is they are making cakes. <b>(not prompting other partner; not using language of the skill)</b></p> <p><b>Student B:</b> I think they are making pies. I notice pies on the table. <b>(not prompting other partner; not using language of the skill)</b></p> <p><b>Student A:</b> In the text it shows the kids working together to get things for the cake. I see buckets of fruit, a sign and a shelf that all the children are bring to the big girl. <b>(not prompting other partner)</b></p> <p><b>Student B:</b> I think that they will make four delicious pies because I see four balls of dough on the table. <b>(not prompting other partner)</b></p> <p><b>Student A:</b> The kids all have smiles on their faces and seem happy to help the girl with the red hair. <b>(not using language of the skill; not using evidence from the text to support the claim)</b></p> <p><b>Student B:</b> I agree and my opinion is they are all helping to make cakes.</p> <p><b>Student A:</b> I disagree. I think it is about making pies. I see they are making pies because on the sign it says "Amanda's pies". <b>(not coming to a consensus)</b></p> <p><b>Student B:</b> Okay. I agree. <b>(not coming to a consensus using evidence from text)</b></p> <p>Teacher will use questions and <b>Listening Task Poster</b> to guide students through an analysis of what makes this a <b>Non-Model</b> Constructive Conversation for the skill of <b>NEGOTIATE</b>.</p>
<p><b>PRACTICE</b></p> <p>Student Practice Lessons 11-12</p>	<p><b>Constructive Conversation Game</b></p> <p><i>You are now going to have the opportunity to practice the Constructive Conversation Skill of <b>NEGOTIATE</b> while playing a game. Explain the rules of the <b>Constructive Conversation Game</b> to students.</i></p>

 <p>ELD.PI.3.3 Ex ELD.PI.3.4 Ex ELD.PI.3.6 Ex ELD.PI.3.7 Ex</p>	<p>Rules of the game:</p> <ol style="list-style-type: none"> <li>1. Each student will have 1 <b>CREATE</b>, 1 <b>CLARIFY</b>, 1 <b>FORTIFY</b> AND 2 <b>NEGOTIATE</b> cards.</li> <li>2. Each student will play a card as they share an idea. They will continue taking turns until all cards are placed in the middle</li> <li>3. In the first round, each student must state their own opinion.</li> <li>4. If you're done early, repeat the game.</li> </ol> <p>Display <b>Visual Text for Student Practice-Lesson 10</b> Remind students that we used this visual text before in a <b>FORTIFY</b> conversation. Say: <i>Use ideas from that conversation to support your claim.</i> <b>Prompt: What is an important idea from this text? Start by stating your claim. Support your claim and come to a consensus.</b></p> <p>As the students play the game, the teacher listens and selects two students who will replay the game in front of the class to serve as models.</p>
<p><b>FORMATIVE ASSESSMENT</b></p> 	<p><b>Student Progress Form (SPF)- Constructive Conversation Language Sample</b> The Teacher will collect a language sample from the two students on the <b>Student Progress Form (SPF)-Constructive Conversation Language Sample</b> to be used for Lesson 12. The language sample from two students must be at least four turns in length.</p> <p><b>Note: The language sample will be the Non-Model revised in Lesson 12.</b></p>
<p><b>WRAP-UP</b></p>	<p><b>Review ELD Objectives and Self-Evaluate</b> Teacher will review ELD objective. <i>Today we engaged in a Constructive Conversation using the Constructive Conversation Skill <b>NEGOTIATE</b>. We took turns, shared our opinions, considered others' opinions and came to a consensus based on a visual text and prompt.</i> Teacher will ask students,</p> <ul style="list-style-type: none"> <li>• <i>How did we meet today's objective of using the Constructive Conversation Skill of <b>NEGOTIATE</b>?</i></li> <li>• <i>How did you:</i> <ul style="list-style-type: none"> <li>○ <i>use your think time</i></li> <li>○ <i>use the language of the skill</i></li> </ul> </li> <li>• <i>Work with your conversation partner.</i> <ul style="list-style-type: none"> <li>○ <i>Identify three things that you did to meet today's objective</i></li> <li>○ <i>Share and explain the three things to 2 students</i></li> </ul> </li> </ul> <p>Teacher calls on three students and they tell the class what was done today.</p>

# Start Smart-Conversation Practices

## Day 12

### ELD OBJECTIVE

Students will be able to revise a **Non-Model** for the Constructive Conversation Skill of **NEGOTIATE** in a whole group setting and with a triad.

### OPENING

Today we are going to review the Constructive Conversation Skill **NEGOTIATE**. When we **NEGOTIATE** we share our claims, consider other's ideas and come to a consensus.

#### Conversation Norms Poster

Let's review the Conversation Norms Poster.

### ELD.PI.3.1 Ex



1. Use think time
2. Use the language of the skill
3. Use your conversation voice
4. Listen respectfully
5. Take turns and build on each other's ideas

Today, we will focus on:

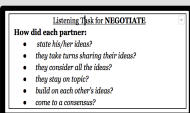
- use the language of the skill
- use your conversation voice

Explain and give examples for both. Ask for student volunteers to model the two norms.

#### Review Hand Gesture and Phrase-NEGOTIATE

Review hand gesture for **NEGOTIATE**. (Put your hands out by your shoulders palms up. Move them up and down like a scale.) We use this gesture to show when we **NEGOTIATE** our ideas. To help us remember the skill we use a corresponding phrase: "Making our ideas stronger."

### PROMPT/ RESPONSE STARTERS




Display the Visual Text for Teacher Modeling, Negotiate Skill Poster and Listening Task Poster.


To model what a Constructive Conversation looks like we are going to use the visual text and the Listening Task Poster to address the following prompt: **What is an important idea from this text? Start by stating your claim. Support your claim and come to a consensus.** As we look at the visual text, we will **NEGOTIATE**, share our own ideas and come to a consensus.

Today I am going to model using the Constructive Conversation Skill of **NEGOTIATE** using these prompt and response starters. They will help us to communicate our ideas clearly. Have students round robin or chorally read previously charted prompt and response starters:



	<b>Prompt Starter</b> <ol style="list-style-type: none"> <li>1. What is your claim...?</li> <li>2. What is an important idea...?</li> <li>3. Do you agree? Why?</li> <li>4. Do you disagree? Why?</li> </ol>	<b>Response Starter</b> <ol style="list-style-type: none"> <li>1. My claim is...</li> <li>2. An important idea is...</li> <li>3. I agree because...</li> <li>4. I disagree because...</li> </ol>
<b>MODEL</b>	<p><b>Review Model</b></p> <p>Remind students that we used this visual text before in a <b>FORTIFY</b> conversation. Say: <i>Use ideas from that conversation to support your claim.</i> Teacher introduces <b>Model</b> and asks for a previously selected volunteer to be their partner. Teacher and student read <b>Model Script</b>. Model using think time before speaking. Teacher will also discuss how the following norms were used during the conversation:</p> <ul style="list-style-type: none"> <li>use the language of the skill</li> <li>use your conversation voice</li> </ul> <p><b>Note:</b> Provide a copy of the <b>Model Script</b> to the volunteer and allow time before hand for student to review the script. Suggestions for reading the script:</p> <ul style="list-style-type: none"> <li>Show a video of students having the model conversation (optional)</li> <li>Student volunteer and teacher read model script</li> </ul> <p><b>Prompt:</b> <i>What is an important idea from this text? Start by stating your claim. Support your claim and come to a consensus.</i></p> <p><b>Model:</b></p> <div style="display: flex; justify-content: space-between;"> <div style="width: 60%;"> <p><b>Student A:</b> My claim is that when you are making something, everyone needs to work together. What is an important idea from this visual text?</p> <p><b>Student B:</b> Another important idea is that more things get done when you help each other. What evidence can you use to support your claim?</p> <p><b>Student A:</b> I notice that the kids are bringing items to Amanda who is rolling the dough. What evidence do you have to support your claim?</p> <p><b>Student B:</b> I notice one child has a shelf, another child has a sign and the little boy has buckets of fruit. I think they are bringing items that will help Amanda display her pies for sale. What other evidence do you have that supports your claim?</p> <p><b>Student A:</b> I notice that in the visual text, the girl is making the pies and the others are helping her. They are all bringing different things to make pies. The big boy is carrying a shelf, another boy is bringing a sign and the little boy is bringing buckets of fruit.</p> <p><b>Student B:</b> I agree with you that they are all working together. By bringing all the items together they are working together. Can we come to a consensus?</p> <p><b>Student A:</b> An important idea is that when making something it is best to work together to get different things done. What do you think?</p> <p><b>Student B:</b> Let's come to a consensus. An important idea from this visual text is that working together helps to get more things done.</p> </div> <div style="width: 35%; font-weight: bold;"> <p>N CL  N F  CR N  F  CL  N F   F CR  N F</p> </div> </div> 	



<p>Teacher Model Lessons 11-12</p> 	<p>Teacher will use questions and the <b>Listening Task Poster</b> to guide students through an analysis of what makes this a <b>Model</b> Constructive Conversation for the skill of <b>NEGOTIATE</b>.</p> <p><b>Understanding the Skill: Negotiate</b> Teacher displays or distributes the <b>Model Script</b> from Lesson 11.</p> <p><b>Example of Think-Aloud:</b></p> <p><b>Student A:</b> <u>My claim</u> is that when you are making something, everyone needs to work together. (N) <u>What is an important idea</u> from this visual text? (CL)</p> <p><b>Student B:</b> <u>Another important idea is</u> that more things get done when you help each other. (N) <u>What evidence</u> can you use to support your claim? (F)</p> <p><b>Student A:</b> <u>I notice that</u> the kids are bringing items to Amanda who is rolling the dough. (CR) What evidence do you have to support your claim? (N)</p> <p><b>Student B:</b> <u>I notice</u> one child has a shelf, another child has a sign and the little boy has buckets of fruit. (F) <u>I think</u> they are bringing items that will help Amanda display her pies for sale. <u>What other evidence</u> do you have that supports your claim? (F)</p> <p><i>Let's look at the <b>Model Script</b> to find evidence of the skills of <b>NEGOTIATE</b>, <b>FORTIFY</b>, <b>CREATE</b>, and <b>CLARIFY</b>. How are we using the visual text to guide our conversation? Let's look at the last three turns. Read them to yourself as I read them aloud (see example above).</i></p> <p><i>Let's look at the language of the skill. Look at Student A's response. How do I know Student A used the skill of <b>NEGOTIATE</b>? I see the language of the skill (underline as noted above). I know this is <b>NEGOTIATE</b> because it is asking to come to an agreement so I will label it with <b>N</b> (Write N next to the response.) Student A is also using evidence from the text to support his idea (Write F next to the response). I also notice that Student B is using the language of the skill to state their claim, so I will label it with <b>N</b> (Write N next to the response and underline as noted above). Also, they use the language of <b>CLARIFY</b> and ask a clarifying question to help learn more from Student A to make their idea stronger (Write CL next to the response). Then Students A and B clarify their ideas and ask questions to understand each other's evidence (Write CL next to the responses).</i></p> <p>Teacher prompts students to go throughout the same process with the rest of the Model Conversation.</p>
<p><b>GUIDED PRACTICE</b></p> <p>ELD.PI.3.2 Ex ELD.PI.3.6 Ex ELD.PI.3.7 Ex</p>	<p><b>Review Non-Model</b> Teacher displays or distributes the <b>Non-Model Script</b> from Lesson 11.</p> <p><i>Let's look at the <b>Non-Model Script</b>. How can we improve this Constructive Conversation? This was our prompt, "<b>What is an important idea from this text? Start by stating your claim. Support your ideas and come to a consensus.</b>" Here's the visual text. Read it to yourself as I read it aloud. Think about the prompt and the language of the Constructive Conversation Skill <b>NEGOTIATE</b>.</i></p>



## Teacher Model Lessons 11-12



1. Teacher will use questions and the **Listening Task Poster** to guide students through an analysis of what makes this a **Non-Model** Constructive Conversation for the skill of **NEGOTIATE**. See possible responses below.

- *No, they did not take turns sharing their ideas because partner A spoke two times in a row, without letting partner B take a turn*
- *At first, they responded to the prompt, but towards the end they went off topic*
- *They did not build on each other's ideas*

2. Teacher along with students will revise the text on chart paper or document reader.

**Prompt:** *What is an important idea from this text? Start by stating your claim. Support your claim and come to a consensus.*

### Non-Model:

**Student A:** An important idea is they are making cakes. **(not prompting other partner; not using language of the skill)**

**Student B:** I think they are making pies. I notice pies on the table. **(not prompting other partner; not using language of the skill)**

**Student A:** In the text it shows the kids working together to get things for the cake. I see buckets of fruit, a sign and a shelf that all the children are bringing to the big girl. **(not prompting other partner)**

**Student B:** I think that they will make four delicious pies because I see four balls of dough on the table. **(not prompting other partner)**

**Student A:** The kids all have smiles on their faces and seem happy to help the girl with the red hair. **(not using language of the skill; not using evidence from the text to support the claim)**

**Student B:** I agree and my opinion is they are all helping to make cakes.

**Student A:** I disagree. I think it is about making pies. I see they are making pies because on the sign it says "Amanda's pies". **(not coming to a consensus)**

**Student B:** Okay. I agree. **(not coming to a consensus using evidence from text)**

### Revised\* Non-Model:

~~\*text~~ indicates what the teacher should cross out as the text is being revised.

**Bold** indicates language revised.




**Student A:** My claim is that they are working **together to** ~~are making~~ **make** pies.

**Student B:** I **agree with you.** I think they are making pies. **I think when you work together you make things faster also.** ~~I notice dough pies on the table.~~

**Student A:** In the text it shows the kids working together to get things for the cake. I see buckets of fruit, a sign and a shelf that all the children are bringing to the big girl.

**Student B:** I think that they will make four delicious pies because I see four balls of dough on the table. **I also agree that they are working together. In the text I notice three children who are bringing different things to the girl.**

**Student A:** The kids all have smiles on their faces and seem happy to help the girl with the red hair.

	<p><b>Student B:</b> I agree and my claim is the kids <del>all helping to make cakes</del> <b>seem happy to help Amanda make cakes. While Amanda prepares the dough, the others are bringing things she can use for the pies. It makes things go faster.</b></p> <p><b>Student A:</b> I think it is about making pies. I see they are making pies because on the sign it says "Amanda's pies". <b>When you work together you make things faster.</b></p> <p><b>Student B:</b> <del>Okay-</del>I agree. <b>When you are working with others, you work faster. This is about working together and making things happen faster.</b></p> <p>3. Refer to class revised <b>Non-Model</b>, have pairs read.</p>
<p><b>PRACTICE</b></p> <p><b>Student Practice</b></p> <p><b>Lessons 11-12</b></p>  <p>ELD.PI.3.3 Ex ELD.PI.3.4 Ex ELD.PI.3.6 Ex ELD.PI.3.11 Ex</p> 	<p><b>Language Sample Revision: Non-Model</b></p> <p>Display the language sample collected in Lesson 11- <b><u>Student Progress Form (SPF)- Constructive Conversation Language Sample.</u></b></p> <p><i>You will work in a triad:</i></p> <ul style="list-style-type: none"> <li>• Number off from 1-3 to form a triad and select a student who will record the revision of the language sample</li> <li>• Read the language sample</li> <li>• Orally revise the language sample to improve the conversation</li> <li>• Use the prompt and response starters for <b>NEGOTIATE</b></li> <li>• Be prepared to share out to the class</li> </ul> <p>Teacher selects a triad to come to the front of the class and present their revised model.</p>
<p><b>FORMATIVE ASSESSMENT</b></p> 	<p><b>Student Progress Form (SPF)- Constructive Conversation Language Sample</b></p> <p>Teacher will focus on 2-4 students to progress monitor using the <b><u>Student Progress Form (SPF)-Constructive Conversation Language Sample</u></b> on the use of the Constructive Conversation Skill of <b>NEGOTIATE</b> and the Conversation Norms to inform next steps.</p> <p><b>NOTE:</b> Teacher will select two students (from the triad) to read their revised Non-Model to the class.</p>
<p><b>DIFFERENTIATED INSTRUCTION</b></p>	<p><b>Differentiated Instruction</b></p> <p>Based on Formative Assessment data organize students by language performance. There may be 3 -4 groups, depending on classroom size.</p> <p>Group 1 – Teacher Group (review <b><u>NEGOTIATE Game</u></b>)</p> <p>Group 2 – Practice Constructive Conversation Skill</p> <p>Group 3 – Play <b><u>NEGOTIATE Game</u></b> with the same visual text</p> <p>Group 4 – Play <b><u>NEGOTIATE Game</u></b> with a new visual text</p>

<p><b>WRAP-UP</b></p>	<p><b>Review ELD Objective and Self-Evaluate</b></p> <p>Teacher will review ELD objective.  <i>Today we revised a <b>NEGOTIATE Non-Model</b> Constructive Conversation. We took turns and shared ideas based on a visual text.</i></p> <p>Teacher will ask students the following:</p> <ul style="list-style-type: none"> <li>• <i>How did we meet today's objective of using the Constructive Conversation Skill of <b>NEGOTIATE</b>?</i></li> <li>• <i>How did you:</i> <ul style="list-style-type: none"> <li>○ <i>use the language of the skill?</i></li> <li>○ <i>use your conversation voice?</i></li> </ul> </li> <li>• <i>Work with your conversation partner to do the following:</i> <ul style="list-style-type: none"> <li>○ <i>Identify three things that you did to meet today's objective</i></li> <li>○ <i>Share and explain the three things to your partner</i></li> </ul> </li> </ul> <p>Teacher calls on three students and they tell the class what was done today.</p>
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# Start Smart-Conversation Practices

## Lesson 13

### ELD OBJECTIVE

Students will engage in a Constructive Conversation using the Constructive Conversation Skill of **NEGOTIATE** by sharing ideas and coming to a consensus about a visual text or prompt with a partner.

### OPENING

Today we are going to practice the Constructive Conversation Skill **NEGOTIATE**. When we observe or read something new, we have many thoughts and ideas. As we engage in a **NEGOTIATE** Constructive Conversation, our job as speakers is to, share our ideas, consider other people's ideas, **NEGOTIATE** and come to a consensus. As listeners our role is to value and foster the same or different ideas we are hearing.

### ELD.PI.3.1 Ex



### Conversation Norms Poster

Let's chorally read the Conversation Norms Poster.

1. **Use your think time**
2. **Use the language of the skill**
3. **Use your conversation voice**
4. **Listen respectfully**
5. **Take turns and build on each other's ideas**

Today, we will focus on:

- Listen respectfully
- Take turns and build on each other's ideas

Explain and give examples for both. Ask for student volunteers to model the two norms.

### MODEL/ GUIDED PRACTICE

### Model and Non-Model

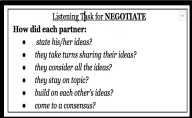
Display the Listening Task Poster and the Visual Text for Teacher Modeling.

To model what a Constructive Conversation looks like we are going to address the following prompt: **What is an important idea from this text? Start by stating your claim. Support your claim and come to a consensus.** As we discuss the prompt we will **NEGOTIATE** and share our own ideas.

Ask for a previously selected volunteer to be your partner as you model a Constructive Conversation.

Remind students that we used this visual text before in a **FORTIFY** conversation. Say: *Use ideas from that conversation to support your claim.*

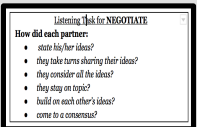
- Model using think time and pointing at key elements of the visual text before reading the script.
- Teacher will also discuss how the following norms were used during the conversation:
  - Listen respectfully
  - Take turns and build on each other's ideas



## Teacher Modeling Lesson 13



ELD.PI.3.5 Ex  
ELD.PI.3.6 Ex  
ELD.PI.3.7 Ex



**Note:** Provide a copy of the **Model Script** to the volunteer and allow time beforehand for student to review the script. Suggestions for reading the script:

- Show a video of students having the model conversation (optional)
- Teacher and student read **Model Script**.

**Prompt:** *What is an important idea from this text? Start by stating your claim. Support your claim and come to a consensus.*

### Model:

**Student A:** An important idea from the text is that homeless people need our help. What is your claim? **N**

**Student B:** An important idea from the text is that we have to learn what homeless people need. How can you support your claim with evidence? **F**

**Student A:** I think the homeless person is asking for help. The man and the woman are talking to her/him and trying to help. How can you support your claim with evidence? **F**

**Student B:** I think the job of the man and the woman is to go out and help homeless people. They both have documents as part of their job so they can help the homeless people. How can you support your claim with evidence? **F**

**Student A:** I think the man and woman are interviewing the homeless person so they can help her/him. How can you support your claim with evidence? **N**

**Student B:** I think the man and woman are interviewing the homeless person so they can learn about what the homeless person needs. How can we come to a consensus? **F**

**Student A:** I think we need to both help and learn about homeless people. Can we come to a consensus? **N**

**Student B:** Yes. Based on our conversation about the text, one important idea is that we need to learn about homeless people so we know how best to help them. Do you agree? **N**

Teacher will use questions and the **Listening Task Poster** to guide students through an analysis of what makes this a **Model** Constructive Conversation for the skill of **NEGOTIATE**.


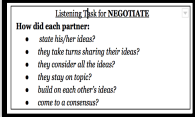
### Non-Model:

**Student A:** An important idea is we came to consensus on is that in order to help homeless people we need to talk with them and learn from them so they can tell us how to help them.

**Student B:** I agree that we have to help homeless people. The person on the floor is cold and only has a blanket and is asking for money. What do you think? **(Student does not start by making a claim; not prompting other partner)**

**Student A:** I agree. The man and the woman are talking with the homeless person and are going to give her/him money.



	<p><b>Student B:</b> I notice it is cold and at night time and they are wearing jackets. It is also at night. What do you think? <b>(Student does not start by making a claim)</b></p> <p><b>Student A:</b> I agree it is cold and at night time and they are trying to help the person and find somewhere for the person to sleep. <b>(not prompting other partner)</b></p> <p><b>Student B:</b> They are trying to wake up the person because it is cold and dark.</p> <p><b>Student A:</b> We have to come to a consensus. <b>(not using language of the skill; not using evidence from the text to support the idea)</b></p> <p><b>Student B:</b> Our consensus is that we have to help homeless people.</p> <p>Teacher will use questions and the <b>Listening Task Poster</b> to guide students through an analysis of what makes this a <b>Non-Model</b> Constructive Conversation for the skill of <b>NEGOTIATE</b>.</p>
<p><b>PRACTICE</b> <b>Student Practice Lesson 13</b></p>  <p>ELD.PI.3.3 Ex ELD.PI.3.4 Ex ELD.PI.3.6 Ex ELD.PI.3.11Ex</p>	<p><b>Constructive Conversation</b></p> <p>Teacher organizes students into groups of four.</p> <p>Students engage in a Constructive Conversation using the skill <b>NEGOTIATE</b>.</p> <p>Remind students that we used this visual text before in a FORTIFY conversation. Say: <i>Use ideas from that conversation to support your claim.</i></p> <p><b>Prompt: What is an important idea from this text? Start by stating your claim. Support your claim and come to a consensus.</b></p> <p>Students engage in a Constructive Conversation in groups of four. Teacher selects two students to share in front of class.</p>
<p><b>FORMATIVE ASSESSMENT</b></p> 	<p><b>Student Progress Form (SPF)- Constructive Conversation Language Sample</b></p> <p>Teacher will focus on 2-4 students to progress monitor using the <b>Student Progress Form (SPF)-Constructive Conversation Language Sample</b> on the use of the Constructive Conversation Skill of <b>NEGOTIATE</b> and the Conversation Norms to inform next steps.</p>
<p><b>PRACTICE</b></p>	<p><b>Constructive Conversation Poster</b></p> <p>Teacher models creating a Constructive Conversation Poster (see resources). Teacher elicits student responses to help students develop poster that illustrates their understanding of the <b>NEGOTIATE</b> skill and Conversation Norms.</p> <p>Add to the poster only focusing on the prompt and response starters used by the students for the Constructive Conversation Skill <b>NEGOTIATE</b>:</p> <ul style="list-style-type: none"> <li>▪ What do you think about...?</li> <li>▪ What is an important idea...?</li> <li>▪ What is your opinion of...?</li> <li>▪ Do you agree/disagree? Why?</li> <li>▪ I think...</li> <li>▪ My opinion is...</li> <li>▪ I agree because...</li> <li>▪ I disagree because...</li> <li>▪ An important idea is...</li> </ul>



<b>DIFFERENTIATED INSTRUCTION</b>	<p><b>Differentiated Instruction</b></p> <p>Based on formative assessment data, organize students by language performance. There may be 3-4 groups, depending on classroom size.</p> <p>Group 1 - Teacher Group (review <b>NEGOTIATE Game</b>)</p> <p>Group 2 - Practice Constructive Conversation Skill</p> <p>Group 3 –Play <b>NEGOTIATE Game</b></p> <p>Group 4 – Practice the model that was presented in Lesson 13</p>
<b>WRAP-UP</b>	<p>Teacher will review the <i>Constructive Conversation</i> skill <b>NEGOTIATE</b>.</p> <ul style="list-style-type: none"> <li>• <i>The Constructive Conversation skill of <b>NEGOTIATE</b> allows us to share our ideas and consider the ideas of others while engaging in a Constructive Conversation.</i></li> <li>• <i>Reflect on your ability to use the Constructive Conversation Skill <b>NEGOTIATE</b>. In the past few lessons we have used various visual texts, prompts and prompt and response starters to help up share our ideas.</i></li> <li>• Students will self-assess answering the prompt: <i>On a scale from 1 to 5 (refer students to poster) how would you rate yourself using the Constructive Conversation Skill <b>NEGOTIATE</b>?</i></li> </ul> <p>I am still learning the Constructive Conversation Skill</p> <ol style="list-style-type: none"> <li>1 – I am still learning the Constructive Conversation Skill</li> <li>2 – I need more practice using the Constructive Conversation Skill</li> <li>3 – I understand but need more practice using the Constructive Conversation Skill</li> <li>4 – I understand but I am not yet ready to explain the Constructive Conversation Skill</li> <li>5 – I understand and can explain the Constructive Conversation Skill</li> </ol> <ul style="list-style-type: none"> <li>• Teacher can select a conversation pair to group share. <ul style="list-style-type: none"> <li>• Example: <ul style="list-style-type: none"> <li>o Student: I rated myself a 3 because...</li> <li>o Teacher: What can you do to move to a 4?</li> </ul> </li> </ul> </li> </ul>

# Start Smart-Conversation Practices

## Lesson 14

### ELD OBJECTIVE

Students will understand the Constructive Conversation Skills **FORTIFY** and **NEGOTIATE**, by discussing them in order to complete a Constructive Conversation Skills poster with their conversation partner.

### OPENING

*Today we will review all our Constructive Conversation Skills. First, we will review the first two Constructive Conversation Skills **CREATE** and **CLARIFY**. Then we will add to our Constructive Conversation Posters to show what we know about the Constructive Conversation skills **FORTIFY** and **NEGOTIATE**.*

### Conversation Norms Poster

*First, let's chorally read the Conversation Norms Poster.*

1. *Use your think time*
2. *Use the language of the skill*
3. *Use your conversation voice*
4. *Listen respectfully*
5. *Take turns and build on each other's ideas*

ELD.PI.3.1 Ex



### Review Constructive Conversation Poster

Distribute the student created Constructive Conversation Skills Posters from Lesson 7.

*Now we will review what we know about the Constructive Conversation Skills from our Constructive Conversation Posters from Lesson 7. When we **CREATE**, we say what we think, what we observe, or notice about something. We share our ideas. When we **CLARIFY**, we make our ideas clearer.*

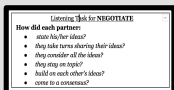
Teacher selects one conversation partner pair to share the **CREATE** and **CLARIFY** section of their Constructive Conversation Poster from Lesson 7 with the whole class.

*Now we will review what we know about the Constructive Conversation Skills of **FORTIFY** and **NEGOTIATE**.*

*To help us remember **FORTIFY**, we use a phrase: "Supporting our Ideas with evidence."*

1. *We use this gesture to show when we provide evidence to support ideas*
2. Review hand gesture for **FORTIFY** (Place your hand palm down in front of you as if putting an idea on the table. Use the fingertips of the other hand to support the palm.)  
*To help us remember **NEGOTIATE**, we use the phrase: "Making our ideas Stronger."*
3. *We use this gesture to show when we rethink our ideas.*
4. Review hand gesture for **NEGOTIATE**. (Teacher extends arms with palms upturned and moves arms in balancing motion.)


<b>MODEL/ GUIDED PRACTICE</b>	<p><b>Review Constructive Conversation Skills FORTIFY and NEGOTIATE</b></p> <p>Display the class-created Constructive Conversation Poster.</p> <p><i>You will add <b>FORTIFY</b> and <b>NEGOTIATE</b> to your Constructive Conversation Poster with your partner. Let's talk about the poster we constructed together.</i></p> <p>Review poster additions from Lessons 8 and 11.</p> <p><b>Note:</b> Poster is divided into labeled quadrants with <b>CREATE</b> and <b>CLARIFY</b> at top, <b>FORTIFY</b> and <b>NEGOTIATE</b> below and stick figure partner pairs showing Conversation Norms (see attached).</p> <p>Ask:  <i>What do we need to remember about <b>FORTIFY</b>?</i>  <i>What does it <u>sound</u> like when we <b>FORTIFY</b> using the conversation norms?</i>  <i>What does it <u>look</u> like when we <b>FORTIFY</b> using the conversation norms?</i></p> <p>Students share with their partner.          Group share.          Students may create a tableau or act out a short skit to show what they know.          Teacher adds to class constructive conversation poster from student input.</p> <p>Ask:  <i>What do we need to remember about <b>NEGOTIATE</b>?</i>  <i>What does it <u>sound</u> like when we <b>NEGOTIATE</b> using the conversation norms?</i>  <i>What does it <u>look</u> like when we <b>NEGOTIATE</b> using the conversation norms?</i></p> <p>Students share with their partner.          Group share.          Students may create a tableau or act out a short skit to show what they know.          Teacher adds to class Constructive Conversation Poster from student input.</p>
<b>PRACTICE</b>	<p><b>Partners Complete Constructive Conversation Poster</b></p> <p><i>You will now complete your Constructive Conversation Poster with your partner.</i></p> <p><i>Include all you know about <b>FORTIFY</b>.</i></p> <p><i>Include all you know about <b>NEGOTIATE</b>.</i></p> <p><i>Include all you know about Constructive Conversations.</i></p> <p>Students write and illustrate to demonstrate their understanding. They may use resources such as Constructive Conversation Game cards to decorate and illustrate their poster.</p>
<b>FORMATIVE ASSESSMENT</b>	<p><b>Student Progress Form (SPF)- Constructive Conversation Language Sample</b></p> <p>Teacher will focus on 2-4 students to progress monitor using the <b>Student Progress Form (SPF)-Constructive Conversation Language Sample</b> on the use of the Constructive Conversation Skills of <b>FORTIFY</b> and <b>NEGOTIATE</b> and the Conversation Norms to inform next steps.</p>



<p><b>WRAP-UP</b></p>	<p><b>Review ELD Objective and Self-Evaluate</b></p> <p>Teacher will review ELD objective.</p> <p><i>Today, we added to our Constructive Conversation Posters to by discussing and writing to show what we know about the Constructive Conversation skills <b>FORTIFY</b> and <b>NEGOTIATE</b>.</i></p> <p>Teacher will ask students,</p> <ul style="list-style-type: none"> <li>• <i>How did you meet today's objective of discussing the Conversation skills of <b>FORTIFY</b> and <b>NEGOTIATE</b>?</i></li> <li>• <i>How did you meet today's objective of making a poster?</i></li> <li>• <i>Work with your conversation partner.</i> <ul style="list-style-type: none"> <li>○ <i>Identify three things that you did to meet today's objective</i></li> <li>○ <i>Share and explain the thing to your partner</i></li> </ul> </li> </ul> <p>Teacher calls on three students and they tell the class what was done today.</p>
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# Start Smart-Conversation Practices

## Lesson 15

<b>ELD OBJECTIVE</b>	Students will present their Constructive Conversation Skills Poster with their conversation partner to another partner pair, the whole group, and play the <b>Constructive Conversation Game</b> by using the Constructive Conversation Skills of <b>CREATE, CLARIFY, FORTIFY and NEGOTIATE</b> and a visual text.
<b>OPENING</b>	<i>Today we will review and use all our Constructive Conversation Skills. First, we will present our posters to show what we know about the Constructive Conversation Skills <b>CREATE, CLARIFY, FORTIFY and NEGOTIATE</b> and the Conversation Norms. Then, we will use all four skills in the Constructive Conversation game to discuss a visual text.</i>
<b>MODEL/ GUIDED PRACTICE</b>  <b>ELD.PI.3.1 Ex</b> 	<b>Teacher Models Presenting Constructive Conversation Skills Poster</b> Display the class-created Constructive Conversation Poster.  <i>First, we will present our posters.</i> Teacher displays and models sharing completed class poster.  <b>Teacher and Students Discuss Presentation Norms</b> Teacher uses questions to guide students through an analysis of presentation norms, such as the following:  How did I: <ul style="list-style-type: none"> <li>• have eye contact with the audience?</li> <li>• speak clearly?</li> <li>• talk about each Constructive Conversation Skill?</li> <li>• include examples of prompt/response starters?</li> <li>• stay on topic?</li> <li>• interact with my audience?</li> </ul> <b>Partner Pairs Present to each other</b> <i>Meet with another partner pair to present your whole poster. Share your poster.</i>  If time permits, have partner pairs share with additional partner pair.  <b>Whole Group Share Out</b> Teacher selects one pair to share with the whole class.
<b>FORMATIVE ASSESSMENT</b>	<b>Student Progress Form (SPF)- Constructive Conversation Language Sample</b> As students present their posters, teacher will focus on 2-4 students to progress monitor using the <b>Student Progress Form (SPF)-Constructive Conversation Language Sample</b> .

<p><b>PRACTICE</b></p> <p><b>ELD.PI.3.3 Ex</b> <b>ELD.PI.3.4 Ex</b></p>	<p><b>Constructive Conversation Game</b> Organize students in partner pairs to read the visual text and play the game. Distribute the <b><u>Constructive Conversation Game-4 Skills</u></b>.</p> <p><i>Our second objective for the day is to play the <b>Constructive Conversation Game</b> with a partner. You are now going to have the opportunity to practice all four <b>Constructive Conversation Skills</b> while playing the game.</i></p> <p>Rules of the game (partners):</p> <ol style="list-style-type: none"> <li>1. Each student will have 8 cards (<b>2 CREATE, 2 CLARIFY, 2 FORTIFY and 2 NEGOTIATE</b> cards).</li> <li>2. Each student will play one card as they share their ideas, in groups of two. They will continue taking turns until all cards are placed in the middle.</li> <li>3. If you're done early, repeat the game.</li> </ol> <p>Students play the Constructive Conversation Game.</p> <p><b><i>Prompt: What is an important idea from this text? Start by stating your claim. Support your claim and come to a consensus.</i></b></p>
<p><b>WRAP-UP</b></p>	<p><b>Review ELD Objectives and Self-Evaluate</b> Teacher will review ELD objectives.</p> <p>Teacher will ask students,</p> <ul style="list-style-type: none"> <li>• <i>How did you meet today's objective of presenting your Constructive Conversation Skills poster?</i></li> <li>• <i>How did you meet today's objective of playing the Constructive Conversation game?</i></li> <li>• <i>Work with your conversation partner.</i> <ul style="list-style-type: none"> <li>○ <i>Identify three things that you did to meet today's objectives</i></li> <li>○ <i>Share and explain the three things to your partner</i></li> </ul> </li> </ul> <p>Teacher calls on three students and they tell the class what was done today.</p>